



REGIS UNIVERSITY

BULLETIN

2005-06

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EFFECTIVE FALL SEMESTER 2005 - SUMMER SEMESTER 2006

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JESUIT COLLEGES AND UNIVERSITIES

(Founding Date in Parentheses)

Alabama.....	Spring Hill College, Mobile (1830)
California	Santa Clara University (1851) University of San Francisco, San Francisco (1855) Loyola Marymount University, Los Angeles (1914)
Colorado	Regis University, Denver (1877)
Connecticut.....	Fairfield University, Fairfield (1942)
District of Columbia.....	Georgetown University, Washington (1789)
Illinois	Loyola University of Chicago, Chicago (1870)
Louisiana	Loyola University of New Orleans, New Orleans (1912)
Maryland	Loyola College in Maryland, Baltimore (1852)
Massachusetts	College of the Holy Cross, Worcester (1843) Boston College, Boston (1863)
Michigan.....	University of Detroit-Mercy, Detroit (1877)
Missouri.....	Saint Louis University, St. Louis (1818) Rockhurst College, Kansas City (1910)
Nebraska	Creighton University, Omaha (1878)
New Jersey	Saint Peter's College, Jersey City (1872)
New York.....	Fordham University, New York City (1841) Canisius College, Buffalo (1870) Le Moyne College, Syracuse (1946)
Ohio.....	Xavier University, Cincinnati (1831) John Carroll University, Cleveland (1886)
Pennsylvania.....	Saint Joseph's University, Philadelphia (1851) University of Scranton, Scranton (1888)
Washington	Gonzaga University, Spokane (1887) Seattle University, Seattle (1891)
West Virginia	Wheeling Jesuit College, Wheeling (1954)
Wisconsin	Marquette University, Milwaukee (1881)

(Seminaries and high schools are not included in this list.)

GENERAL INFORMATION

GENERAL INFORMATION

AD MAJOREM DEI GLORIAM - "FOR THE GREATER GLORY OF GOD" THE JESUIT MOTTO**REGIS UNIVERSITY**

Regis University is a coeducational university comprised of Regis College, the School for Professional Studies and the Rueckert-Hartman School for Health Professions, all conducted in the Jesuit tradition at the Lowell campus, Denver, Colorado, and at other institutional sites in Colorado and Nevada.

**THE SEAL OF REGIS UNIVERSITY**

Symbols used in the seal include the following:

- The Latin *Universitas Regisiana Societatis Jesu* translates as "Regis University of the Society of Jesus" and names the University and its sponsoring organization, the Jesuit Order.

- The crown is a symbol of the University's patron, St. John Francis Regis. The word *regis* in Latin means "of the King."

John Francis Regis, *Jean-Francois Regis* in his native language, was a Jesuit saint who lived 1597-1640. Known as the "Father of the Poor," he was a teacher, missionary and champion of the outcast in the *Massif Central*, a mountainous district of France located west of the Alps.

- 1877 is the founding date of the University
- The mountains are symbolic both of the Rocky Mountains and of the mountains of the *Massif Central* where St. John Francis Regis lived and worked.
- The letters *IHS* are the Greek letters *Iota, Eta, Sigma*, the first three letters of the word "Jesus." The letters *IHS* within a sunburst comprise the seal of the Society of Jesus. The Jesuit seal is found on the pediment at the front entry of Main Hall, Lowell campus.
- The alternating stripes (originally red and gold) are from the shield of the Onaz-Loyola family. St. Ignatius Loyola, born in 1491, founded the Jesuits in 1540.

- The motto "Men And Women In Service Of Others," in Latin *Homines Ad Serviendum Aliis*, is an expression used to describe the purpose of Jesuit education: to form men and women who use their knowledge and energies in the unselfish service of others. The motto also expresses the desire of Regis' faculty and staff to be of service to students and the community.

REGIS COLLEGE CHANGE TO REGIS UNIVERSITY

Regis College adopted Regis University as its institutional name effective July 1, 1991.

The academic structure of the institution retains Regis College as the name of the unit offering the traditional undergraduate program, which offers a full range of programs in the liberal arts, sciences, business, and education. Additionally, one graduate program is offered through Regis College. The School for Professional Studies serves adult learners through a spectrum of innovative professional undergraduate and graduate degree programs (e.g., business administration and computer science undergraduate programs and master's degree programs in management, computer information technology and liberal studies). The Rueckert-Hartman School for Health Professions offers undergraduate programs in nursing, health information management, and health care administration. Graduate programs are offered in nursing, physical therapy and health services administration.

Regis currently serves students in both graduate and undergraduate programs through three academic units at eight campuses. Current campus locations are: Northwest Denver (Lowell), Boulder, Interlocken at Broomfield, DTC, Colorado Springs, Fort Collins, and two in Las Vegas, Nevada.

REGIS UNIVERSITY HISTORICAL HIGHLIGHTS

- 1877 Regis University, then known as Las Vegas College, was established in Las Vegas, New Mexico.
- 1884 A second venture, known as Sacred Heart College, was started in Morrison, Colorado, while Las Vegas College continued to operate in Las Vegas, New Mexico.
- 1887 Las Vegas College and Sacred Heart College were combined and moved to the newly completed Main Hall in Denver, Colorado, where the joint operation was known as the College of the Sacred Heart.
- 1888 Classes began with 75 students on September 5.
- 1889 The College was empowered to confer university and college degrees by an Act of the State Legislature of Colorado on April 1.
- 1890 Ten degrees were awarded.
- 1911 The gymnasium, now known as the Robert J. O'Sullivan Center, was completed behind Main Hall.
- 1921 On April 19, the Articles of Incorporation were amended to change the name of the College to Regis College. The North Central Association of Colleges and Schools granted accreditation as a junior college.
- 1922 Regis purchased an additional 40 acres of land, extending the campus to its present boundaries of Federal and Lowell Boulevards on the east and west, Regis Boulevard (formerly West 50th Avenue) and West 52nd Avenue on the south and north, totaling 90 acres.
- 1923 Carroll Hall student residence and an addition to Main Hall were completed.
- 1924 Lay members joined the Jesuits on the faculty of Regis College.
- 1937 Regis Men's Club was created as a lay board to advise Jesuit Trustees on publicity, advertising, facilities and alumni relations.
- 1944 The dramatic effect of World War II on enrollment was shown when Regis graduated three students.
- 1945 Coeducational evening classes were established.
- 1949 The building which now houses the St. John Francis Regis Chapel was completed.
- 1951 Loyola Hall was completed and served as the main classroom building.
- 1952 Regis received accreditation from the North Central Association of Colleges and Schools to grant four-year degrees.
- 1956 The first female faculty member was hired.
- 1957 Regis had its first graduating class of more than 100 students. O'Connell Hall student residence and the Student Center were completed. Renovation of other major campus buildings, extensive renovation of campus facilities and re-landscaping were completed.
- 1958 The *Civis Princeps* award was created to recognize outstanding citizens of Colorado.
- 1960 The Regis College Field House was completed.
- 1963 The Student Center was substantially enlarged.
- 1964 DeSmet Hall student residence was completed.
- 1966 A \$2.2 million capital fund-raising campaign was completed, and the Science Building and Dayton Memorial Library (built with a grant from Mrs. Elizabeth Dayton) were completed.
- 1968 The status of Regis College was changed to that of a coeducational institution, effective September 1.
- 1972 West Hall student residence was completed. David M. Clarke, S.J., became the 22nd President of Regis College and the first President to hold office by virtue of a vote of the Board of Trustees, rather than by appointment by the Provincial and approval by the Trustees.
- 1973 The American Association of University Professors was voted as the collective bargaining agent for the Regis College undergraduate faculty.
- 1974 The United States Army Medical Equipment and Optical School program was established.
- 1975 Carroll Hall was renovated and became the residence for the Regis Jesuit community.
- 1977 Centennial Year. Regis Career Education Program (RECEP), the first accelerated undergraduate program for adults, began in Colorado Springs, Colorado, at the request of Fort Carson.
- 1978 The President's Council was established. MBA (Master of Business Administration) was established as the first graduate program.

- 1979 The High School and College became separate corporations under separate leadership. The Regis Career Education Program II (RECEP II) was established in Denver.
- 1980 The \$5 million "Campaign for Commitment" was completed.
- 1981 The campus at Colorado Springs, Colorado, was established.
- 1982 The old gymnasium was renovated and dedicated as Robert J. O'Sullivan Center to house the Regis College Theatre and offices for RECEP II. The Master of Arts in Adult Christian Community Development (MAACCD) program was established.
- 1983 The administrative reorganization was carried out: four Vice Presidents directly under the President; Academic Dean for Campus Programs and Academic Dean for Career Programs directly under the Academic Vice President. The Southeast campus was established. Renamed the Denver Tech campus in 2001, it is now located at Harlequin Plaza in Englewood, Colorado.
- 1987 The Coors Life Directions Center, built with a grant from the Adolph Coors Foundation, was completed.
- 1988 Regis assumed responsibility for Loretto Heights College, and moved Nursing and University Without Walls programs from the Loretto Heights campus to the Lowell campus. A Regis University student was recognized as an American Rhodes Scholar.
- 1989 The College completed the \$15 million "Commitment to the Future" development program by raising \$16.5 million. The Boulder, Colorado, campus was established.
- 1990 Regis Jesuit High School moved to Parker and Arapahoe Roads in southeast Denver and the College purchased and occupied the high school buildings and grounds.
- 1991 On July 1, Regis College became Regis University with three constituent schools, Regis College, the School for Professional Studies and the School for Health Care Professions.
- 1992 The Board of Trustees named Michael J. Sheeran, S.J., President of Regis University, and David M. Clarke, S.J., Chancellor.
- 1993 Michael J. Sheeran, S.J., was inaugurated as the 23rd President of Regis University. On August 12, Pope John Paul II and United States President William Jefferson Clinton met in the President's Dining Room in Carroll Hall. Regis University School for Professional Studies introduced an accelerated bachelor's degree completion program in business administration through Mind Extension University (the Education Network), a subsidiary of Jones Education Networks, Inc. Regis College English faculty member Joanne Karpinski received a Fulbright Professorship to teach at Moscow University. *USA Today* named Regis University student Hung Pham to its College All-Academic Team.
- 1994 Regis College Chemistry faculty member Surendra Mahapatro received a Fulbright Professorship to teach in Belize, South America.
- 1995 School for Professional Studies faculty member Matjaz Bren received a Fulbright Professorship to teach in Slovenia.
- 1996 Regis University, in conjunction with the PeaceJam Youth Conference, hosted Nobel Peace Laureates Betty Williams and Rigoberta Menchu Tum.
- 1997 Regis received a \$3 million gift from an anonymous donor in memory of alumnus Father C.B. "Woody" Woodrich's service to the poor and indigent. It is the largest single gift in Regis University history. The campus at Fort Collins, Colorado, was established. Dayton Memorial Library was rededicated after a \$5 million renovation. Nobel Peace Prize recipient His Holiness the 14th Dalai Lama of Tibet visited Regis.
- 1998 Nobel Peace Prize recipients Archbishop Desmond Tutu and Mairead Corrigan Maguire visited Regis. Regis University received the charter to host the first American Chapter of the Gerard Manley Hopkins, S.J., Society. School for Professional Studies faculty member Jonathan Hochberg received a Fulbright Professorship to teach in Uruguay. The Board of Trustees approved internal restructuring that created the position of Provost and Vice President for Academic Affairs. The Institute on the Common Good was established.
- 1999 The School for Health Care Professions hosted former American Red Cross President Elizabeth Dole as the keynote speaker marking the 10th anniversary of the school. Regis University was recognized for leadership in the field of student character development in *The Templeton Guide: Colleges that Encourage Character Development*. The University was one of 100 colleges and universities named to Templeton's Honor Roll. Campuses at Las Vegas, Nevada, and Interlocken in Broomfield, Colorado, were established. Nobel Peace Prize recipient Jose Ramos-Horta visited Regis.
- 2000 *USA Today* named Regis University student Charity Tillemann-Dick to its College All-Academic Team. The Center for the Study of Accelerated Learning was inaugurated in the School for Professional Studies. The Institute on the Common Good brought Nobel Peace Prize recipient Oscar Arias to Regis. The Arboretum at Regis University was dedicated on the Lowell campus.

- 2001 In August the School for Health Care Professions ushered in the University's first doctoral program in Physical Therapy. Head Men's Basketball Coach Lonnie Porter, Colorado's winningest men's college basketball coach, surpassed his 400th win and was inducted into the Colorado Sports Hall of Fame. Nobel Peace Prize recipients Adolfo Perez Esquivel and Elie Wiesel visited Regis. New Ventures separated and became a not-for-profit corporation of Regis University.
- 2002 Nobel Peace Prize recipient Jody Williams visited Regis. Residential townhouses were built to accommodate 180 students in two-story townhouse apartment "flats." Regis University began a year-long celebration of its 125th anniversary.
- 2003 John Hume became the eleventh Nobel Peace Prize Laureate to visit Regis since 1996. A second campus in Las Vegas, Nevada opened. The Ranger Dome was completed.
- 2004 For the 10th consecutive year, *U.S. News and World Report* ranked Regis University a top school in the west. Thanks to a \$5.8 million gift from Doyle and Margaret Hartman, Carroll Hall was completely renovated. In May, 27 members of the first class in the Doctorate of Physical Therapy program received their degrees. The first stage of a major renovation of Main Hall opened the third and fourth floors for office and classroom use. The Center for the Study of War Experience officially opened. The School for Health Care Professions was renamed the Rueckert-Hartman School for Health Professions.
- 2005 Ground was broken for the new chapel to be constructed over the site of the O'Sullivan Center. Sister Helen Projean, C.S.J., author of best-selling *Dead Man Walking*, received an honorary degree.

HISTORY OF REGIS UNIVERSITY

In 1540, when Ignatius Loyola founded the Society of Jesus — a community of companions and scholars resolved to serve their fellow men — a guiding principle of the Society was that it would meet the needs of its age and would “form leaders who would carry forth into their personal and professional lives a mission of service to others.” For four centuries, the Jesuit fathers have been perfecting an educational tradition of academic excellence, value-centered education and service to the community.

The Society of Jesus (Jesuits) is an international Roman Catholic religious order of priests and brothers known for its missionary and educational work. The Jesuit education network extends to more than 2,000 institutions of various types and levels, including 177 universities and 356 high schools. Ten thousand Jesuits and nearly 100,000 lay people provide education for more than 1.8 million students in 56 countries around the world. In the United States there are 46 Jesuit high schools and 28 Jesuit colleges and universities.

Regis University has continued the Jesuit tradition since 1877, when a band of Jesuit missionaries from Naples, Italy, carved out a college on the edge of the desert in New Mexico, and named it Las Vegas College.

In 1884, Bishop Joseph P. Machbeuf of the Diocese of Denver, eager to have a respected school for boys in Colorado, persuaded the Jesuits to open a new college in Morrison, Colorado, named Sacred Heart College. In 1888, when the Morrison site proved too remote, Dominic Pantanella, S.J., the first president, moved the college, now combined with Las Vegas College and known as College of the Sacred Heart, to its present location in northwest Denver where it included the College and an associated Jesuit high school.

Through an 1888 act of the Colorado state legislature, the College was empowered to confer college degrees, and the first graduation exercises were in 1890. In 1917, the College established a four-year curriculum separate from the high school and, in 1921, the high school and College were renamed “Regis” in honor of St. John Francis Regis, a 18th century Jesuit missionary from the mountains of France.

Main Hall, built in 1887, was the only building on the campus until expansion began in 1911 with the addition of the gymnasium (Robert J. O’Sullivan Center). Today, the Regis University Lowell campus is comprised of 17 buildings on 90 acres.

Regis was initially accredited by the North Central Association of Colleges and Schools (NCA) in 1921. In 1952, Regis was accredited by the NCA as a four-year, degree-granting college. Student enrollment has increased steadily, with a large expansion coming immediately after World War II as a result of the G.I. Bill.

Recognizing the need for educating men and women together, the College became a coeducational institution in 1968. In 1979, because of the expanding needs of high school and college education, Regis Jesuit High School and Regis College became independent institutions.

In 1977, Regis College began to offer selected programs to adult learners through classes at Fort Carson and Peterson Air Force Base and in temporary facilities at St. Mary’s High School in Colorado Springs, Colorado. Since that time, Career Programs (currently named School for Professional Studies) has expanded to include master’s degree programs in Business Administration, Computer Information Technology, Education, Counseling Psychology, Management, Software and Information Systems, Nonprofit Management, and an Individually Designed Program as well as a wide choice of undergraduate majors, offered at several campus and off-campus locations. In 1981, Regis acquired a permanent location to house its Colorado Springs programs.

In 1981, the Board of Trustees established “The National Commission of the Future of Regis College” to examine the College’s purposes and develop a plan for its future needs. Drawing upon the expertise of distinguished corporate, civic, religious and educational leaders, the National Commission offered 257 recommendations, which outlined for the Board of Trustees an imaginative and vigorous vision of Regis. The result was the development, implementation and successful completion of the College’s largest fund-raising effort in history—the \$15 million “Commitment to the Future.”

The Commitment to the Future was a key element in assuring the future success of Regis University. In addition to that major effort, the University is fortunate to include among its resources the funds contributed by individuals, corporations and foundations in general support of the University and in support of specific programs.

In 1988, health care programs were established at Regis University when Regis acquired Loretto Heights College. Three years later (1991), the Health Care Programs became the School for Health Care Professions. The name was changed to the Rueckert-Hartman School for Health Professions in 2004, and the nursing department name changed to the Loretto Heights Department of Nursing.

THE MISSION OF THE UNIVERSITY

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen our commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning, and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his *Spiritual Exercises*, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

EDUCATIONAL GOALS

Based on hope in the goodness of human life and responding in solidarity with Jesus Christ, "Who came to serve, not be served," we seek to:

- Provide our students with an excellent education in which they develop the ability to think critically, perceive comprehensively and perform competently.
- Offer a liberal education in the arts and sciences that develops talent and abilities, promotes awareness of career alternatives and provides the practical skills necessary to pursue such careers. We believe that recognizing the continuum between conceptual rigor and practical application enables our students to adapt to new situations throughout life.
- Examine the dominant values that constitute society. We provide our students with the experience and understanding necessary for establishing their own framework of values within which they can make moral judgments and personal choices. In this way, we help empower students to make a positive impact on a changing society.
- Investigate the theories, methods and data of academic disciplines, as well as their underlying assumptions and values.
- Promote an atmosphere of personal concern for each student. This includes conscientious advising, substantial interaction between faculty and students, and close attention to each individual's personal intellectual growth.

- Concentrate our limited resources as a private and independent institution on select areas and extend these resources by forming partnerships with other organizations. In this way the University attempts to be innovative, both educationally and technologically.
- Motivate students, faculty and staff to put their wisdom, skills and knowledge at the service of humanity.
- Expand the presence and influence of the Jesuit vision and values, which are derived from the Ignatian, Catholic and United States traditions of education.

UNDERGRADUATE CORE EDUCATIONAL EXPERIENCE

Framework and Goals

From its origins in the Renaissance and Reformation, Jesuit education has provided leadership in bringing the traditions of Christianity and classical learning in fruitful engagement with new developments in thought and culture. This task remains central at Regis University, where the core educational experience seeks to provide all undergraduate students with Jesuit liberal arts education. The core educational experience challenges students to reflect on tradition, continuity, and change, and to explore the question "How ought we to live?" in terms of the development of Western thought from classical to contemporary.

Inspired by Catholic tradition and Ignatian spirituality, the core educational experience at Regis celebrates the essential goodness of the world and the joy of learning. This education is grounded in the belief that faith and reason are complementary; it emphasizes the basic values of human dignity, diversity, freedom, and justice; and it promotes the formation of conscience and character through imaginative and critical discernment. The core educational experience aims to develop the whole person. It seeks not only to enable students to meet the challenges and goals of their personal and professional lives, but also to cultivate their leadership in service to others and in work for the common good.

The Regis University core educational experience engages students in an academic environment that both models and nurtures the beliefs, commitments, and goals that are central to Jesuit liberal arts education. The mentoring relationship between faculty, staff, and students is central to this experience. While required core courses are essential to the core educational experience, core goals and themes inform all academic majors and professional programs, as well as campus and community activities.

Characteristics of the Core Educational Experience

The specific structure of the core educational experience varies within each of the University's three schools because of the different student populations and instructional formats in Regis College, the School for Professional Studies, and the Rueckert-Hartman School for Health Professions. Nonetheless, the core educational experience in all three schools is characterized by:

Development of the Whole Person

The core educational experience is designed to nurture the whole person: head, heart, and hands; intellect, sensibility, and skills. The whole person, however, is not understood in terms of an isolated self. Rather, Regis seeks to develop leaders whose compassion and concern for others inspires them to contribute to the common good.

Academic Challenge

Regis University is committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. The core educational experience is designed to strengthen students' skills in critical reading and thinking, speaking and writing, research and scholarship, and the use of information technologies. Students are encouraged to become partners in a collaborative process of learning and discovery.

Liberal Arts Foundation

The core educational experience promotes literacy in the major academic disciplines: the arts, the humanities, the natural sciences, and the social sciences. By giving students and opportunity to explore the questions, methods, and understandings of different disciplines, the core educational experience establishes a broad foundation for more specialized studies.

Integration

The core educational experience challenges students to integrate new learning with prior knowledge and personal experiences. It seeks to strengthen habits and skills of integration, thereby encouraging students to become life-long learners and to achieve more comprehensive understandings of truth.

Ethical Inquiry and Reflection

By challenging students to examine the ethical dimensions present in all of their studies, the core educational experience seeks to cultivate the habit of critical reflection on values. Students are encouraged to reflect upon crucial human concerns and to strengthen values that lead to sound decisions and just actions.

Spirituality and Religion

Rooted in the Roman Catholic tradition, Regis University is committed to integrating faith with learning. The core educational experience fosters a critical appreciation of religious questions and spiritual experience. While special attention is given to Catholic philosophical and theological tradition, the core educational experience also involves exposure to other philosophical and religious traditions. It encourages mutual respect and genuine dialogue in the context of a shared search for meaning.

Concern for Social Justice

The core educational experience seeks to nurture a life of service for the common good and a commitment to work toward a more just and peaceful world. By challenging students to develop the analytical skills necessary to understand relationships of power and privilege in contemporary society, the core educational experience strives to cultivate respect for human diversity and a special concern for the poor and the oppressed.

Global Awareness

While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizons and outreach. Thus, the core educational experience furthers students' appreciation of the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment.

Leadership

Regis University is committed to developing leaders in the service of others. Recognizing that there are many forms of leadership, the core educational experience challenges students to strengthen their personal leadership skills through academic course, service learning experiences, and other campus and community activities. Special attention is focused on refining students' abilities to listen and to engage in dialogue in diverse settings.

GRADUATE STATEMENT

Graduate degree programs at Regis University emanate from and embody the University mission of educating men and women to take leadership roles and to make a positive impact in a changing society. These programs provide a rigorous, focused, value-centered professional education rooted in the Jesuit Catholic tradition.

Graduate education at Regis University is learner-centered. Learners and faculty are full partners in an educational relationship that emphasizes academic excellence, active and collegial participation in the educational process, practical application of theory, ethical processes and decisions, and a commitment to life-long learning.

Regis University's graduate programs infuse professional education with Jesuit ethos and values, develop the whole person, and foster professional competence.

Regis University graduate programs are characterized by:

- Openness — a respect for others and their perspectives;
- Optimism — an affirmation of the goodness of the world and of the human dignity of all people in it; and

- Other-centeredness — a conscious move beyond self to an appreciation of the interconnectedness of human beings and their actions.

Regis University graduate programs purposefully emphasize:

Academic Excellence

Regis University graduate programs are committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. Regis University expects each graduate student to achieve mastery in a discipline, including the ability to integrate and extend knowledge to contexts outside the classroom and to effectively translate theory into practice. Graduate learners are also encouraged to be active partners with faculty in the collaborative process of learning and discovery and to become lifelong learners.

Leadership

Regis University graduate programs develop leaders in the service of others. In this context, leaders are communicators with vision who analyze problems, find and implement solutions, and structure and facilitate processes to make a positive impact on society.

Ethics

Ethical decision-making and behavior are fundamental components of Regis University graduate programs. Ethics in Regis University graduate education guides individuals to make a conscious effort to apply ethical principles to decisions; to integrate and broaden the considerations surrounding the decisions; and to examine carefully the consequences and implications beyond personal and organizational self-interests.

Social Justice

Graduate programs at Regis University strive to nurture a life of service for the common good, to cultivate respect for human diversity, and to strengthen a special concern for the poor, the marginalized, and the oppressed. By emphasizing a concern for social justice, Regis University graduate programs reinforce an individual's commitment to be an active and productive member in society and to work for structural change to protect the disenfranchised.

Global Awareness

Regis University graduate programs are committed to preparing learners to live, work, and lead in an increasingly interconnected global society. Graduate programs strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

REGIS UNIVERSITY BEHAVIORAL GOALS

With respect to "Living the Mission"

At Regis University we practice what we teach by being committed to building and sustaining a culture that values the dignity, diversity, and contributions of all its members. With mutual respect and justice, the Regis community seeks to live the Jesuit Mission by:

- Maintaining the highest ethical relationships within the Regis community as well as with partners, suppliers and other business entities, the Catholic Church, other religious traditions and educational institutions.
- Fulfilling our obligation to society by supporting women and men in the Jesuit tradition to be leaders in their families, communities, and vocations.
- Achieving a unique student experience by providing values-centered education with rigorous academic programs, a focus on life-long learning and service to others that prepares students to contribute to the transformation of society.
- Reviewing and strengthening the continuing health and financial viability of the University with strategies and resources that are responsive to the Mission.
- Acknowledging and affirming exceptional contributions, seeking fair and equitable rewards, and providing opportunities for self-expression and growth in the Regis community.

Regis University thrives when all members of the community act to promote a culture that is congruent with the Mission.

UNIVERSITY OUTCOMES

For centuries, the Jesuits have been perfecting an educational tradition of academic excellence, value-centered education, and service to the community. As a Jesuit institution, Regis University is deeply embedded within that heritage. Central to the tradition is the fact that the mission of the University is the driving force behind all educational programs. The mission can be no less central when the issue of assessment of student academic achievement is engaged.

Over the past decade, the assessment of student academic achievement has gained a prominent place on the agendas of institutions of higher education. The North Central Association of Colleges and Schools, Higher Learning Commission indicated in 1991 that some formal plan for outcomes assessment would be required to maintain accreditation. In complying with the North Central Association mandate, Regis University developed a plan for the assessment of student academic achievement.

From our mission, a set of University-wide Outcome Statements was developed. The goal of developing these statements was to transform our mission and educational goals into explicit and ultimately measurable declarations that captured the collective think-

ing of the faculties of the University. In effect, the University Outcomes Statements become the operational foundation for assessment of student academic achievement. These University-wide outcome statements are broad-based and address every aspect of the university mission related to student learning and academic achievement including learning within a specific academic discipline or cross-disciplinary area and learning in general education. The statements also identify the need for graduates to be well prepared for lives of work and service. Finally, the University Outcomes Statements encompass some of the critical attitudes and personal values Regis feels are important for citizenship in a global society.

The University Outcomes Statements are listed below.

All students graduating from Regis University should have:

- In-depth knowledge of a discipline or content area.
- Knowledge of diverse cultures, perspectives, and belief systems.
- Knowledge of arts, sciences, and humanities.
- Ability to think critically.
- Ability to communicate effectively.
- Ability to use contemporary technology.
- Commitment to ethical and social responsibilities.
- Commitment to leadership and service to others.
- Commitment to learning as a lifelong endeavor.

ACCREDITATION AND AFFILIATIONS

Regis University is accredited by the North Central Association of Colleges and Schools, Higher Learning Commission (NCA-HLC). For any additional information regarding the Regis NCA accreditation status — address and phone/fax numbers for NCA-HLC follow:

30 North LaSalle Street; Suite 2400
Chicago, IL 60602-2504
(312) 263-0456
(312) 263-7462 fax
www.ncahigherlearningcommission.org

The Chemistry Department in Regis College is accredited by the American Chemical Society, Commission of Professional Training (CPT).

The Health Information Management Program in the Rueckert-Hartman School for Health Professions is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The programs in the Loretto Heights Department of Nursing in the Rueckert-Hartman School for Health Professions are accredited by the American Association

of Colleges of Nursing, Commission on Collegiate Nursing Education (CCNE). The Physical Therapy Program in the Rueckert-Hartman School for Health Professions is accredited by the American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE).

Regis University holds membership in the Association of American Colleges, American Council on Education, National Catholic Education Association, Association of Jesuit Colleges and Universities, American Association of Colleges for Teacher Education, Associated Colleges of Colorado, Council of Independent Colleges, National Association of College and University Summer Sessions, and the National University Continuing Education Association. Regis University is a full member of the Association of Graduates Liberal Studies Programs.

The University is approved by the Colorado, Nevada and Wyoming State Departments of Education for preparing students for State Teacher's Licensure in early childhood, elementary, middle and secondary levels, special education and English as a Second Language.

The University is authorized under Federal law to enroll nonimmigrant alien students.

These accreditations and authorizations are intended to enable a student to obtain professional recognition of the degree he or she receives from Regis University and its acceptability when applying for admission to graduate schools.

In addition to the above affiliations, the University is represented in numerous professional and academic societies through individual memberships held by its faculty and administrators.

The accreditation, approvals and certifications of the University are based upon the University's status at the time of printing of this *Bulletin*. Accreditation, approvals and certifications are subject to review and modification from time to time.

THREE ACADEMIC AREAS

Regis University is comprised of three separate academic units—Regis College, School for Professional Studies and Rueckert-Hartman School for Health Professions.

Regis College offers a full range of undergraduate programs in the liberal arts, sciences, business, and education, and a Master of Arts in Education.

The School for Professional Studies offers undergraduate and graduate programs for the working adult at multiple campuses across Colorado and at two campuses in Las Vegas, Nevada, as well as programs for learning at a distance. Undergraduate programs offer a wide choice of majors through accelerated classroom-based education, guided independent study, credit for prior learning, and distance technology. Graduate programs offer eight (8) master's degrees. These degrees are delivered via traditional and accelerated classroom formats at multiple campuses; via guided independent study; video and internet. Graduate degrees include Master of

Arts (MA), Master of Business Administration (MBA), Master of Nonprofit Management (MNM), Master of Science in Computer Information Technology (MSCIT), Master of Science in Management (MSM), Master of Science in Software and Information Systems (MSSIS), Master of Arts in Counseling Psychology (MACP), and the Master of Education (MED). An external MBA program utilizes multi-media, state-of-the-art materials.

The Rueckert-Hartman School for Health Professions includes the undergraduate program in Nursing with the traditional nursing option, the accelerated nursing option and the RN-to-BSN (Bachelor of Science in Nursing) degree completion option (which is taught on campus, on-site at area hospitals, and online), Health Care Administration program and the Health Information Management program. The School also offers a graduate program in Nursing with Leadership in Health Care Systems, Family Nurse Practitioner (FNP) and Neonatal Nurse Practitioner (NNP) specializations, Health Services Administration, Clinical Leadership for Physicians Assistants, and a doctoral program in Physical Therapy.

UNIVERSITY SITES

Regis University serves more than 16,000 students in both graduate and undergraduate programs through three academic units. Programs are offered at the main Lowell campus in North Denver, as well as at sites in Boulder, Interlocken at Broomfield, Colorado Springs, Fort Collins, DTC, Denver, and in Las Vegas, Nevada.

Facilities Use Policy

The facilities of Regis University are provided solely for enrolled students and others engaged in University-sponsored business, educational or social activities. Persons who are not engaged in University-sponsored business, educational or social activities, including children, friends or other invitees of students, may be restricted from using or being present in University owned or controlled facilities at the discretion of the University.

Lowell Campus

The Adult Learning Center

The Adult Learning Center houses office and classrooms, as well as an auditorium, for the School for Professional Studies and the Rueckert-Hartman School for Health Professions.

Carroll Hall

This building includes administrative and faculty offices, laboratories (computing, physical therapy and nursing), and several meeting rooms. Administrative offices include the academic computing center.

Regis College departments/offices housed in Carroll Hall include accounting, business division, Freshman Commitment Program, economics, education, English, modern and classical languages, history, political science, philosophy, physical education, Master of Arts in Education, and the Honors Program.

The Rueckert-Hartman School for Health Professions is located on the third and fourth floors with the Office of the Academic Dean, all program faculty, and nursing and physical therapy laboratories.

Coors Life Directions Center

This building was constructed in 1987 and houses the offices of Career Services and Personal Counseling, as well as the Fitness Program and the Health Center.

The Fieldhouse

The Regis Fieldhouse offers modern facilities for the University's intramural and intercollegiate sports programs. It includes an indoor swimming pool, a 3,000-seat gymnasium, handball courts, steam room and weight room, all available to students. Baseball, intramural, and soccer fields are located nearby.

Fine Arts Building

Formerly the chapel, this building houses the Fine Arts offices, studios and gallery.

Libraries

The libraries provide the Regis community with significant resources for research, areas for study and professional assistance for research.

The libraries include Dayton Memorial Library on the Lowell campus and the Colorado Springs Library. Library services also extend to the DTC campus in Denver under a cooperative agreement with the Koebel Library and the Las Vegas, Nevada, campus through agreements with the Dickinson Library at the University of Nevada at Las Vegas and the Henderson District Public Library.

Dayton Memorial Library offers an extensive array of library resources and services. These include 400 individual study stations, numerous group study rooms, individual faculty studies, a multimedia production lab, and two state-of-the-art electronic classrooms.

The Regis collections contain more than 280,000 volumes. Some 2,100 periodicals are received. An additional 20,000 full text journals are available online. Regis is a depository for federal government documents and offers a growing collection of audio-visual materials. The Father William E. Becker, S.J., Art History Slide Collection includes over 85,000 items. The archives of Regis University and Loretto Heights College offer unique historical resources for research. The Regis University Archives houses the Edward S. Curtis collection of photographs and history of the North American Indians. The collection of rare and antiquarian volumes also includes illuminated manuscripts from the thirteenth and fifteenth centuries. The library also contains the Notarianni Political Collection, an assembly of over 4,000 items related to American presidential campaigns from John Adams to the present.

Regis University uses the Innovation Interface, Inc. online system, which links the Regis libraries to the major academic libraries in

Colorado, and provides access to more than 25 million volumes, as well as more than 160 databases and delivery services. The Regis online catalog and other electronic resources may be accessed by home computer. The libraries also provide electronic reserves and the full range of Internet-based information and research services.

As a member of the Online Computer Library Center (OCLC), a national computerized network, the library has access to the resources of more than 3,000 member libraries. Materials not available on Regis campuses may be secured through the libraries' efficient inter-library loan services.

The libraries are increasingly known for their teaching. The reference librarians are frequently in the classrooms lecturing on research skills. Regis is committed to promoting the skills of library research as an essential to lifelong learning.

Loyola Hall

Loyola Hall contains many classrooms and faculty and administrative offices including the Office of the Academic Dean for Regis College and the Writing Center. Communications, criminal justice, experiential education, forensics, religious studies, sociology, and Summer Session offices are also located here. Other classrooms are located in the Science Building, the Field House, Main Hall and the Adult Learning Center.

Main Hall

Main Hall, constructed in 1887 as the College's first building, stands as the landmark of the University and houses many of the administrative offices, several classrooms and the Department of Fine and Performing Arts (Regis College).

Residence Halls

Regis University offers three traditional residence halls—O'Connell, DeSmet and West. Each residence hall is staffed by Senior Residence Directors, Residence Assistants, Residence Chaplains and Peer Ministers. Lounge and laundry facilities are found in each residence. As of Fall 2002, the University also offers townhouse apartments for upper classmen, each with three (3) bedrooms, full kitchen, 2½ bathrooms and living room.

The Science Building

The Science Building houses the biology, chemistry, computer science, mathematics, physics and psychology departments. The University's well-known seismology unit is also located there. A lecture amphitheater, used jointly by the science departments, is a special feature of the building's design and utility. Each department has its own laboratories, faculty offices and private faculty research facilities.

The Student Center

The Student Center, as the name implies, is the center of campus activities. It houses the Office of Student Life, student government, student media, University Ministry, Security, Residence Life

and Student Activities. The University Bookstore, snack bar, Einstein's Bagels, and commuter lounge also are located in the Center.

STUDENT LIFE

MISSION STATEMENT

In keeping with the Mission of the University, its educational goals and assumptions, the Division of Student Life strives to support the growth and development of Regis students through the following:

- The Jesuit tradition of *cura personalis*, the care and concern for the individual human person.
- An effort to integrate development of the whole person—spiritually, personally, socially, physically, intellectually and vocationally.
- Programs that develop leadership skills and encourage students to assume positions of significant responsibility.
- Promotion of an academic atmosphere in all student activities and services.
- Encouragement of students to exercise their freedom and judgment while respecting the rights and needs of the campus community.
- Activities that promote service to others on and off campus.
- Activities and services that maximize the opportunities for students to understand themselves and to grow and develop to their fullest potential.
- To these ends, the University provides the following departments and programs to serve its students.

SCOPE OF SERVICE

The service information provided in this section applies to all University students with the following exceptions: Counseling Services, Student Health Services, Student Activities, Residence Life and Athletics. These services, as described, are available for Regis College undergraduate students and the Rueckert-Hartman School for Health Professions Nursing and Physical Therapy students. Other services may be available to students and may vary by site and program. Services are subject to modification or termination at any time as determined necessary by the University and students and other individuals may be subjected to service limitations and restrictions or may be denied services as determined necessary or appropriate by the University to protect its educational and work environment and the safety and well-being of its employees.

OFFICE OF THE DEAN OF STUDENTS

The administrative responsibility for the supervision and coordination of the Student Life areas and staff rests with the Dean of

Students. These areas include Career Services, Disability Services, Food Services, Leadership Development and Behavioral Health Promotion, Life Directions/Wellness Program, Personal Counseling, Residence Life, Housing and Conference Services, Student Activities, and Student Health Services. The Dean of Students is also responsible for overseeing the student judicial system. The Office of the Dean of Students is located on the second floor of the Student Center, room 223.

Behavioral Health Program

Provides prevention, education, crisis intervention, assessment and referral related to substance abuse/addiction issues.

Clinical Services

Students who are disciplined for violating Regis' drug or alcohol policy are required to complete a brief assessment and intervention with our professional counselors. The goals of this intervention is to facilitate a discussion that will allow students to determine what role they want alcohol and other drugs to play in their life.

Outreach Programs

The Behavioral Health Program offers several professionally facilitated workshops on the Regis campus, in our local community, and at national conferences including topics such as violence prevention and intervention, stress management, and substance abuse.

The Choices Peer Education Program (www.regis.edu/choices) is a nationally recognized health promotion program that encourages students to maximize their potential and involves:

- The BACCHUS Peer Education Club, which is responsible for conducting awareness weeks and other educational and social programs for the Regis community. Peer theatre and peer support are additional methods used to increase awareness on campus.
- The R.E.A.C.H. (Responsible Educated Athletes Choosing Healthy Lifestyles) Program is comprised of student athlete peer educators and targets prevention efforts related to the unique issues student athletes face.
- The UnBar (Mocktails) is a mobile bar that gives students the alternative of delicious non-alcoholic beverages at social functions and athletic events.

Campus Safety

The Campus Safety Office exists to provide greater security and safety to the entire Regis Campus community. All known problems relating to the safety of people and/or to the safety of the University, a building, or personal property should be reported immediately to the Campus Safety Office at (303) 458-4122. It is important that incidents be reported to provide maximum security and safety to the Regis community. Security issues at the extension sites should be referred to the School for Professional Studies Operations and Administration Services Department.

In addition, Campus Safety monitors the parking lots, tickets and/or tows improperly parked cars, and escorts students on campus at night if requested. The Campus Safety Office is located on the second floor of the Student Center.

Career Services

Career Services provides an avenue for students to investigate the world of work, and provides the following specific services:

- Assists students in identifying their skills, interests and abilities in order to set academic and career goals.
- Teaches students the process of gathering, understanding and using job market information.
- Increases student effectiveness in conducting a job search campaign.
- Provides listings of current full and part-time openings.
- Provides an on-campus recruiting program, which gives seniors the opportunity to obtain initial interviews with major organizations.
- Provides an online resume system.

Career Services conducts individual career counseling sessions and seminars on relevant topics such as resume writing, interviewing skills, networking skills, internet job searches and preparing for graduate school. Current career information is available in the Career Library.

Disability Services

Regis University is committed to providing reasonable accommodations to students with disabilities. Accommodations are arranged through the Office of Disability Services not through the faculty.

Eligibility

To be eligible for accommodations, students with disabilities need to register with the Office of Disability Services and present documentation of disability to the Director of Disability Services. The Director will review disability documentation with the student, discuss appropriate accommodation for each class, and then complete an accommodations request form listing suggested accommodations for the student to share with instructors.

The law requires granting of accommodations that are reasonable, do not cause an undue burden, and do not fundamentally alter the course content and/or procedures. Since the instructor is the one who knows the essential course requirements and academic standards, the instructor will be part of the final decision-making process regarding the specific accommodations allowed.

Please refer to the Office of Disability Services web site at www.regis.edu/disability for additional information.

Food Services

Regis has contracted with a food service company, Sodexo, for all meals served in the cafeteria and snack bar. Special diets recommended by doctors can be provided in most cases. The office of Student Life should be contacted for these arrangements. All freshmen residing on campus are required to take a meal plan, unless specifically exempted in writing by the Dean of Students, based on medical grounds. Request for such exemptions must be filed during the first two weeks of classes each semester, and the University requires sufficiently detailed medical information from the student's physician to permit University officials to judge whether recommended diet restrictions can be met by the Food Service.

Guests of members of the University community are welcome to use food services of the University. Use by guests is subject to charges established by the University and its food service operator.

Leadership Development Program

Leadership Certification

Leadership certification is completed when students have had at least two (2) experiences each in the following areas:

- Outdoor Leadership Adventures
- Community Service
- Learning from Experts
- Workshops and Conferences

Following these experiences, students write a mission/vision statement that will help guide them during the rest of their time at Regis. Ideally, this track should be completed during the students' first three (3) semesters at Regis.

Minor in Leadership Studies

Students must apply to the minor in Leadership Studies (12 SH). As a prerequisite, students must take either the sophomore seminar "Leading with Differences in Mind" or the junior seminar "Leading in the Global Community." Next, two (2) pre-approved interdisciplinary electives are needed, followed by a leadership internship and a capstone project.

Life Directions/Wellness Program

At the core of Regis' Jesuit philosophy is the belief that our sense of well-being, or health, is a reflection of the extent to which all facets of our lives are in balance. Each of us must learn to contend with the physical, psychological, spiritual, career, social and intellectual dimensions that comprise virtually all aspects of our daily lives as whole persons.

The purpose of the Life Directions Center/Wellness Program is to educate students about various life choices, and to offer skills training to assist students in making choices and changes. Wellness services and educational programs are offered through the departments of Career Services, Disability Services, Leadership Development and Behavioral Health Promotion, Life

Directions/Wellness Program, Personal Counseling, and Student Health Services.

Fitness Program

The purpose of the Fitness Program is to assist the students, faculty and staff of Regis University in their endeavors to increase or maintain their physical health. Specifically, the program focuses on exercise and proper nutrition while recognizing that physical health is but one facet of total wellness. Services are available to all students.

The Fitness Program offers students:

- A place to work out—the 6,000 square foot fitness facility housed within the Life Directions Center contains aerobic and strength-training equipment—including both free weights and variable resistance machines. The fitness area is open seven days per week.
- Exercise guidance and fitness goal setting. Professional or student staff offer orientations to training principles and equipment usage, teach a variety of fun exercise classes, provide fitness testing services, as well as exercise prescription and consultation.
- Nutritional guidance and goal setting for proper nutrition or weight management. Nutritional analysis, nutrition classes/videos, education materials and one-to-one consultation are offered.

The Fitness Program also sponsors special events and educational opportunities such as, exercise incentives, workshops, guest lectures, demonstrations, Healthy Heart Week and blood cholesterol screening.

Off-Campus Activities

Students and faculty at Regis University are encouraged to take advantage of the diversity of educational opportunities and experience available within the vicinity of the University. Students are encouraged to attend campus events or engage in off-campus activities as a supplement to on-campus instruction and activities. Students are required to provide their own transportation to and from off-campus activities and events indicated within the local area. The University will generally provide assistance with transportation from the off-campus site upon request by a student, but assumes no obligation to do so. Students are required to assume all liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities.

Personal Counseling Services

As a part of the Life Directions Program, Personal Counseling Services provides assistance to students in the areas of psychological counseling, education programming and consultative services. The primary focus of the department is to facilitate healthy emotional development. Counseling offers a safe and accepting envi-

ronment in which to develop awareness and effective strategies to handle crisis situations or persisting problems, and to grow in self knowledge and understanding.

A professional staff of licensed and qualified psychologists and counselors provides individual and group services, which include short-term counseling, long-term counseling when advisable, referral to a consulting psychiatrist when appropriate, and assessment of more severe psychological concerns.

Services are available and free to full-time Regis College undergraduate students, to Rueckert-Hartman School for Health Professions traditional and accelerated option nursing students, and to Physical Therapy students. Information disclosed during the course of therapeutic counseling to licensed or licensee supervised counselors or others providing counseling or mental health services is maintained and administered in accordance with the applicable laws of the United States and the State of Colorado.

Personal Counseling Services also has some areas of emphasis, which include the Eating Disorder Program. This program provides information, evaluation, assistance and referral/resources for treatment of eating disorders. In some instances a student can receive counseling on campus; other times off campus referrals are appropriate. Psycho-educational groups and support groups dealing with this area are also available on such topics as body image, self-esteem and compulsive eating.

Personal Counseling Services also provides students psycho-educational groups designed to promote skill development in the areas of communication skills, stress management, dating and relationship issues, adjustment to college life, assertiveness training, substance abuse issues and other relevant topics upon request.

Residence Life, Housing and Event Services

Residence Life, Housing and Event Services is responsible for all aspects of the residential program including selection and training of residential staff, room assignments, room changes, programming, discipline, meal plans, and health insurance. This department is also responsible for conference services. All inquiries regarding these areas should be made to the Residence Life Office, which is located in the Student Center, room 216.

Professional staff, Senior Residence Directors, Resident Assistants, Resident Chaplains, and Peer Ministers staff each residence hall. The residence hall staff works to insure and promote the quality of community life in the halls through educational programming, spiritual development, social activities and advising. Campus housing is available to Regis College traditional undergraduate and Rueckert-Hartman School for Health Professions traditional nursing option students.

Standards of Conduct

Student conduct regulations are designed to afford individual students maximum personal freedom, while protecting the rights and freedoms of others and maintaining the educational process. This necessitates good judgment, a sense of self-discipline and respect

for the rights and privileges of others. University Judicial Officers or the Student Judicial Board hear cases of alleged violations and impose sanctions, including disciplinary suspension from the University. Although the goal is to redirect student behavior into acceptable patterns, accountability for a serious violation or failure to change behavior may result in suspension or expulsion of an individual. A detailed summary of regulations and the student discipline process is available in the *Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Student Life office located in the Student Center. The *Handbook* is also available on the Regis Web-site.

Students' conduct and behavior including, without limitation, students' adherence to ethical standards of conduct governing the profession they are preparing to enter and the University's Student Standards of Conduct, are continuing points of assessment in all programs, courses and activities engaged in by students. Notwithstanding the published performance assessment standards, students' grades or academic progress may be impacted adversely due to unacceptable behavior or conduct.

Student Activities

The Office of Student Activities is located on the second floor of the Student Center, room 214. The Intramural Athletics program, Student Government, and Best of Colorado program, among others, are housed in this office. Student Activities also advises various forms of educational and entertainment programming, including (but not limited to) multi-cultural awareness, healthcare awareness, student involvement, and on-campus amusements.

In addition, Student Activities coordinates special events including Orientation Weekend, Parent's Weekend, Thursday Thrills, and Ranger Week.

Posting approval, leadership training and event organization are also available through the Office of Student Activities.

Intramural Athletics

Intramural athletics attracts participants from all three Regis schools who are interested in participating in the wide variety of activities provided by the Intramural Sports Council and Student Activities.

Regis Intramural Athletics include men's and women's flag football, co-ed volleyball, men's basketball, co-ed floor hockey and men's/women's co-ed softball. Additionally, Intramurals sponsors several tournaments during the year, including doubles volleyball, bowling, and 3 on 3 basketball. Intramurals are supervised by the Assistant Director of Student Activities and are organized by the Intramural Sports Council (ISC), which is comprised of Regis College sophomores, juniors, and seniors. All Regis College students are invited to apply for commissioner positions in April.

Student Health Services

Student Health Services provides basic health care to traditional undergraduate students enrolled in Regis College, to undergraduate nursing students in the Rueckert-Hartman School for Health Professions, and to graduate students in the Physical Therapy program.

Two nurse practitioners are available Monday-Friday from 9:00 am-5:00 pm, with physician services also available by appointment for limited hours each week. Routine ambulatory medical care, treatment of minor medical emergencies, gynecological services, prescriptions, minor lab tests, medical referrals, and selected vaccinations are available on site.

Student insurance plans will be billed for office visits, lab tests, vaccinations and other services. Student health services will accept as full payment reimbursements received from student insurance for all services available in the center. Students will be responsible for un-reimbursed laboratory tests, vaccinations, and other charges incurred by Student Health Services from outside medical labs or providers. Prescription medications may be purchased from the Student Health Service for a small co-pay fee. Prescriptions will not be billed to student insurance plans.

Student health care records are maintained in accordance with applicable federal and state privacy laws.

Health Requirements

As a prerequisite to registration, and according to Colorado state law, measles, mumps and rubella immunity are required for all Regis University students under the age of twenty (20) and for all students over the age of twenty (20) if the student resides on campus. Students can be considered immune to measles only if they have physician documentation of:

- Two MMR (measles, mumps, rubella) vaccinations.
- Laboratory evidence of measles, mumps and rubella immunity.

This information becomes part of the student's medical record, which is maintained and updated with each subsequent contact with the Student Health Services. Students arriving on campus without an updated immunization record are required to report to Health Services to arrange for these records and immunizations.

As a condition of enrollment, all full-time Regis College, all Rueckert-Hartman School for Health Professions pre-licensure nursing students, pre-licensure physical therapy students, and students enrolled in graduate nurse practitioner programs must maintain health insurance coverage. This requirement can be met in one of two ways:

- Automatically enrolling in the University-sponsored Student Health Insurance plan at registration,

or

- Waiving the University plan and presenting proof of and maintaining coverage by an alternative health insurance plan of the student's choosing with coverage at least as extensive as that provided by the University plan.

Communicable Disease Policy

A variety of communicable diseases exist that vary in degree of transmission to others and in severity of potential health risks to individuals. These diseases, ranging from infections such as chicken pox, measles and mononucleosis to tuberculosis, leprosy and acquired immune deficiency syndrome, generate differing levels of concern among various populations.

Regis University strives to establish clear, consistent and nondiscriminatory policies and procedures to deal with communicable diseases while concurrently acknowledging the right to privacy of individuals. These policy and procedure statements are formulated on the basis of current medical and legal opinions regarding communicable diseases with the goals of providing health awareness opportunities and extending proper treatment to all Regis employees and students within the bounds of legal, moral and ethical responsibilities.

Full policy statements regulating communicable diseases are available in the Health Services Office and the Student Life Office.

CAMPUS ACTIVITIES AND ORGANIZATIONS

The University sponsors a wide variety of extra curricular activities. Campus activities are aimed at creating a stimulating climate in which students may develop their leadership, physical, mental and moral potential.

The Student Life staff provides resource people for organizations in planning and implementing programs. Although most co-curricular organizations require full-time status for active participation, membership is not restricted, and almost anyone participating in the Regis community is welcome to join. Most organizations do require that the member be in good academic standing with the University. However, exceptions to this policy are considered by the Director of Student Activities.

Student clubs, activities and organizations are available to meet most cultural, academic, recreational, social, leadership, service and spiritual interests. Anyone interested in finding a particular organization with which to be involved may contact the Office of Student Activities in the Student Center. Students are encouraged to develop their own organizations and can seek funding through the Student Activities Appropriate Committee.

The following is the current list of active organizations for the 2005-2006 academic year.

Student Organizations

Student Activities Programs

Best of Colorado: freshman and transfer student events
 Club Sports
 Ice Hockey (men)
 Rugby (men)
 Volleyball (men; women)
 Intramural Sports
 Basketball (men and women; 3 on 3; 5 on 5)
 Bowling (coed)
 Flag Football (coed; men)
 Softball (coed)
 Ultimate Frisbee (coed)
 Volleyball (coed)
 Last call: Seniors Only Program
 Regis Outdoor Club
 The Gathering: Christian Concert Series

Academic Organizations and Honor Societies

Alpha Epsilon Delta: Pre-Medicine Honor Society
 Alpha Sigma Nu: National Jesuit Honor Society
 Biology Club
 Business Club
 Cappa Gamma Pi: National Catholic Honor Society
 Lambda Pi Eta: Communication Honor Society
 Model League of Arab States: similar to Model United Nations
 Neuroscience Club
 Phi Alpha Delta: Pre-Law Society
 Philosophy Club
Polaris: a publication by the Honors Department
 Psi Chi
 Psychology Club
Reflections: literary magazine
 Regis Association of Nursing Students (RANS)
 Regis Forensics Team
 Sigma Theta Tau: Nursing Honor Society

Social and Special Interest Organizations

Asian American Association
 Cascade: a mentoring program for local elementary and middle school students
 Catholic Spark
 Chess Club
 Choices: peer education about substance abuse and healthy lifestyles
 Circle K: service club
Highlander: campus newspaper
 Insignias: student representatives for the Admissions Office
 J-CRU: Christian fellowship organization (non-denominational)
 JUSTICE: peace and justice organization
 KRCX: student-staffed radio station (101.5 FM)

New Student Orientation Guides: a support system and resource for new students

Ramblers: a singing and performing arts group

Ranger Yearbook

Rangerettes: dance team

REACH: Regis Athletics Choosing Healthy Lifestyles

REAP: Regis Environmental Action Program

Regis Outdoor Club

Romero House: a live-in community service experience

Student Government Organizations

Appropriations: hears funding appeals and distributes club funding
 Class Representatives: sponsors events for each class
 Executive Cabinet: responsible for providing strong leadership-lead by the Student Body President
 Healthcare Awareness Committee: host events to increase healthcare awareness
 Multi-cultural Awareness Committee: plans events to encourage cultural diversity
 Program Activities Council: plans weekly events on and off campus
 Student Involvement Committee: coordinates activities that enhance school spirit and extracurricular participation
 Student Judicial Board: responsible for hearing and deciding cases regarding student discipline
 Student Senate: addresses issues facing student body chaired by Student Body Vice President

OFFICE OF THE VICE PRESIDENT FOR MISSION

The administrative responsibility for the supervision and coordination of Athletics, University Ministry and University Mission rests with the Vice President for Mission.

Athletics

The Athletic Department at Regis University offers a wide variety of intercollegiate and club sport programs. The Athletic Office is responsible for assigning use of all indoor and outdoor facilities, as well as scheduling all intercollegiate, intramural, recreational and special events.

The University's intercollegiate teams are nicknamed the "Rangers." In men's sports, Regis competes in soccer, basketball, baseball, cross country, and golf. The men's teams compete in the Rocky Mountain Athletic Conference (NCAA Division II), and hold a membership in the Rocky Mountain Intercollegiate Golf Association. The women's intercollegiate teams also compete in the Rocky Mountain Athletic Conference (NCAA Division II), in volleyball, softball, soccer, basketball, cross country and lacrosse.

The Athletic Office is open 8:30 a.m. to 5:00 p.m. each weekday, and is located on the second floor of the Fieldhouse.

University Ministry

As a Jesuit institution, Regis University is concerned with creating

an atmosphere that enhances spiritual growth and a Judeo-Christian response to life situations. A full-time University Ministry staff has primary responsibility for developing programs that foster a deeper faith awareness within the total Regis community, and for translating this individual and communal faith into action and witness.

University Ministry provides the following services: daily and Sunday celebration of the Eucharist, availability of the Sacraments, ecumenical opportunities for prayer and faith development, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. The University Ministry staff and Jesuit community are available to the entire University community.

ENROLLMENT SERVICES

The University reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students or other persons whose personal history, medical history, background or behavior indicates that their presence in University facilities, programs, or activities, or use of University services would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or others, or would interfere with the orderly performance and conduct or the University's or affiliated agencies' functions.

Enrollment Services at Regis University consists of Financial Aid, the University Registrar, and Student Accounts. These three offices have a combined Customer Service area located on the 4th floor of Main Hall on Lowell Campus to assist students with questions pertaining to all areas.

FINANCIAL AID

Enrollment Services-Financial Aid strives to help as many Regis University students as funds permit. Most awards are based on financial need. However, a limited amount of aid is available to students without need. Students are encouraged to contact Enrollment Services-Customer Service for financial aid information at 303 458-4126 or, if calling from outside the Denver Metro area, toll-free 800 388-2366, ext. 4126.

HOW TO APPLY

Admission

Financial aid awards are made after a student has been admitted to an eligible degree or certificate program of the University.

Forms

Eligibility for financial aid is determined by the Free Application for Federal Student Aid (FAFSA), available from Enrollment Services-Customer Service at Regis University, most high schools and colleges, or on the Internet at www.fafsa.ed.gov. Because processing the application can take four to six weeks, students should allow ample time for the processed document to reach

Enrollment Service-Financial Aid. The Web is considered the fastest and most accurate way to complete the FAFSA, with a processing time of one to two (1-2) weeks.

Signed copies of federal tax returns (parent and student for dependent students; or student and spouse, if independent) and an Institutional Verification Form may also be required. In order to meet Regis' priority funding date for the following academic year (Summer, Fall and Spring semesters), a completed FAFSA must be received by the government processor by March 5. Returning students applying ONLY for on-campus student employment, who do not plan to complete the FAFSA, should submit a Regis Student Employment Application by March 5.

All continuing students must submit a FAFSA annually by March 5 in order to be considered for all types of financial aid.

HOW ELIGIBILITY IS DETERMINED

The Free Application for Federal Student Aid (FAFSA) is analyzed according to a need analysis approved annually by the U.S. Congress and implemented by the U.S. Department of Education. Components such as income, number in family, number of household members in college, and asset strength are integrated into the formula. The need analysis attempts to determine the amount students and their families can afford to contribute toward the student's education for one year. This amount is called the Expected Family Contribution. Results of this analysis are forwarded to the financial aid office(s) specified by students on the application. Enrollment Services-Financial Aid determines reasonable cost of education budgets, including tuition, fees, room and board (for both campus resident students and students living off campus), personal expenses, and transportation costs. The budgets are designed to permit students to live at a modest but adequate standard during the period of education. Students' Expected Family Contribution is subtracted from the cost of the education budget to determine financial need or eligibility. Students who do not demonstrate financial need through this process may still be eligible for a scholarship, Federal PLUS loan, Unsubsidized Federal Stafford loan, or other forms of assistance offered by Regis University.

TYPES OF NEED-BASED AID

After the student's completed need analysis has been received, Enrollment Services-Financial Aid personnel prepare an award "package" to the extent that funds allow for each eligible student. Students who do not qualify for need-based aid are notified. A description of the one or more types of aid that comprise an aid package follows.

Grants (Gift Assistance)

Federal Pell Grant

This is a federally funded program for students with extreme financial need. Application is made by using the Free Application for Federal Student Aid (FAFSA). Federal legislation limits Federal Pell Grant funds to students who have not earned a bachelor's

degree. The student's Expected Family Contribution, estimated costs and enrollment status determine the amount of the Federal Pell grant. For 2005-2006, \$4,050 is the maximum award. The University disburses the funds.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The federally-funded Supplemental Grant may be awarded to a student seeking a first baccalaureate degree. The FAFSA is used to apply for this grant. Students who qualify for Federal Pell Grants are considered for Federal SEOG.

Colorado LEAP (CLEAP)

This grant can be part of the financial aid package for Colorado-resident undergraduate students who have extremely high financial need. The funds are limited. Colorado residents are automatically considered for the grant when they complete the FAFSA. This award is comprised of federal and state funds.

Supplemental LEAP (SLEAP)

This grant can be part of the financial aid package for Colorado-resident students who have extremely high financial need and are enrolled in a teacher certificate program. Students are automatically considered for the grant when they complete the FAFSA. This award is comprised of federal and state funds.

The College Opportunity Trust Fund (COF)

This program, created by the Colorado Legislature, begins the fall semester of the 2005-2006 academic year. The program provides an amount of money (stipend) per semester hour paid by the State of Colorado on behalf of an eligible undergraduate student. The amount of stipend is set annually by the Colorado General Assembly for students attending an eligible private institution the stipend is 50% of the annually set stipend amount. The maximum stipend semester hours capped at 145 semester hours, with an additional 30 hours of undergraduate semester hour eligibility available. For eligible Regis University undergraduate students the stipend will be awarded through the financial aid process.

An eligible undergraduate student at Regis University is a student who:

- Is classified as an in-state student.
- Is a graduate of a Colorado high school or has successfully completed a non-public home-based education program in Colorado or received a GED in Colorado.
- Demonstrates financial need through the student's eligibility for the federal Pell Grant program (student must complete the FAFSA).
- Meets any other eligibility requirements established by the Colorado Commission on Higher Education (CCHE).

Students are required to apply for the College Opportunity Fund

stipend program through the College Access Network web site. This application needs to be completed only once in a student's lifetime. The link to the College Access Network (CAN) application is <https://cof.college-access.net/cofapp/>.

Students who receive a COF stipend for a class and withdraw from that class must be treated according to COF program rules. COF students should contact Enrollment Services-Financial Aid to discuss the consequences of withdrawing from a COF funded class.

As of May 23, 2005, the stipend amount for eligible students attending Regis University in 2005-06 was established at \$40 per semester hour. Regis' participation in the COF program was still in the negotiation phase with the State.

Colorado Graduate Grant

Colorado Graduate Grants are state funds awarded to Colorado-resident graduate students with high financial need. Students must file the FAFSA.

Governor's Opportunity Scholarship (GOS)

GOS scholarships are funded by the Colorado General Assembly and are awarded to high financial need Colorado residents who are full time undergraduate students. Students must file a FAFSA. Funding is extremely limited.

Regis Grant

A Regis Grant is an award of Regis University funds for undergraduate students. A FAFSA is required because grants are normally based on demonstrated financial need.

Loans (Repayable Assistance)

Federal Perkins Loan

The Federal Perkins Loan is a federally funded loan with a portion of the loan contributed by Regis University. Loans are made directly by Regis to undergraduate students who provide evidence of financial need through the FAFSA process. Loans are repaid to Regis University. The interest rate is 5% and the repayment period begins six (6) or nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. Loans under this program may not exceed \$4,000 per year as an undergraduate student with an aggregate maximum of \$20,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed and returned to Enrollment Services-Student Accounts each year prior to the disbursement of funds. Students must attend an exit interview before leaving the University at which time the loan obligations and contingencies are discussed.

Federal Nursing Student Loan

The Nursing Student Loan is a federally funded loan with a portion of the loan contributed by Regis University. Loans are made directly by Regis to nursing undergraduate students who provide

evidence of financial need through the FAFSA process. Loans must be repaid to Regis University. The interest rate is 5% and the repayment period begins nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. The aggregate maximum for the loan is \$13,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed in Enrollment Services-Student Accounts each year prior to the disbursement of funds. Students must attend an exit interview before leaving the University at which time the loan obligations and contingencies are discussed.

Federal Subsidized Stafford Loan

The Federal Stafford Loan is a federally subsidized loan available from private lenders (banks, savings and loans, credit unions) and approved by a state or guarantee agency. Annual loan limits are \$2,625 for freshman, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Graduate students may borrow \$8,500 per year. Aggregate limits are \$23,000 for dependent undergraduates and \$65,000, including undergraduate loans, for graduate students.

The lending institution charges interest at a rate which is set annually, not to exceed 8.25%. After graduation, withdrawal or attendance on less than half-time basis, there is a six (6) month grace period before the student must start repaying the loan. The federal government pays the interest while the student is in school and during the grace period. To apply for the loan, students must submit a FAFSA. In addition, a separate loan application must be submitted to Enrollment Services-Financial Aid. Financial need is a criterion for eligibility. A 3% origination fee and an insurance fee of up to 1% may be deducted from the disbursement amount. A sample repayment schedule is provided with the loan application. Students may have up to ten (10) years to repay.

Federal Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan is the same as a Subsidized Stafford Loan (see above) except that financial need is not a factor and interest must be paid or capitalized during the enrollment and grace period. Annual loan limits for independent undergraduates are \$6,625 for freshmen, \$7,500 for sophomores, and \$10,500 for juniors and seniors. The combination of both types of Federal Stafford Loans may not exceed the annual aggregate limits. The subsidized amount is limited to the dependent student maximum need eligibility. The cumulative independent undergraduate loan limit is \$46,000. Graduate annual loan limits are \$18,500, with the subsidized eligibility capped at \$8,500. The cumulative unsubsidized loan limit for graduate students, including undergraduate loans, is \$138,500. A federal origination fee of 3% and a guarantee fee of up to 1% may be deducted from the disbursement amount. Even though financial need is not a criterion, a FAFSA must be completed and a separate application must be submitted to Enrollment Services-Financial Aid.

Federal PLUS Loan

Parents of dependent students may borrow on the student's behalf. The annual maximum loan limit equals the student's cost of attendance minus any financial aid. There is no cumulative

loan limit for a Federal PLUS Loan. Interest capitalization and repayment begin immediately upon loan disbursement with interest set annually, not to exceed 9%. A federal origination fee of 3% and a guarantee fee of up to 1% is deducted prior to disbursement. A FAFSA and a Federal PLUS Loan Application are required. Need is not a factor. Good credit history is required.

Employment (Earned Assistance)

Federal Work-Study

Federal Work-Study is a federally funded work program with a portion of the funds provided by Regis University. Awards are based on need. Funds are paid to the student every two weeks for work performed. A designated number of student jobs are in community service. Students must file the FAFSA and apply by March 5.

Colorado Work-Study

Colorado Work-Study is a state-funded employment program for Colorado resident undergraduate students and is available to those with or without need. Students must complete the FAFSA for need-based work-study, or the Regis University Student Employment Application if they are interested in no-need work-study and apply by March 5. Payment of work-study earnings is made every two weeks based on the number of hours worked.

Regis Work-Study

Student employment positions on campus are available on a limited basis. Students who are interested in work-study as well as other types of aid must complete the FAFSA. Students who are only interested in work-study should complete a Regis University Student Employment Application by the March 5 deadline to be guaranteed consideration for this award for the following Fall and Spring semesters. Information about off-campus positions in the Denver metropolitan area may be obtained from Career Services.

MERIT-BASED AID

Some types of assistance do not have financial need eligibility as a qualifying factor. Rather, they are based upon academic, leadership or athletic excellence. If the student receives both need-based and merit-based aid, the aggregate total may not exceed the student's demonstrated need.

Some scholarships cover tuition only. If a student receives more than one of the following scholarships, award funds may not exceed the cost of tuition: Board of Trustees, Bonfils, Catholic Studies, Chamers-Palmer, Collins/Stewart, Employee Tuition Benefit (ETB), FACHEX, Forensic, Johnson, Natural Science, Regis Achievement, St. Francis Regis, or Tuition Exchange. Regis University offers the following merit-based assistance:

Board of Trustees, Blue and Gold Scholarships and Regis Achievement Awards

A limited number of Board of Trustees and Blue and Gold Scholarships are offered to entering Regis College freshmen with

high scholastic achievement. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 3.000 grade point average. These scholarships are not available during the Summer Semester.

A limited number of Regis Achievement Awards are offered to entering Regis College freshmen with proven ability. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 2.750 grade point average.

Natural Science Scholarship

This full-tuition scholarship is awarded to Regis College freshmen and transfer students who plan to major in chemistry, biology or mathematics. A test of proficiency is given at the University in February. Scholarships are renewable for up to four (4) years of study (eight [8] semesters for freshmen and four [4] semesters for transfers) for students who maintain a 3.000 or higher grade point average. Recipients must remain in the field of study for which the award was made. Natural Science Scholarships are not available during the Summer Semester.

Forensic Award

A limited number of awards are offered to entering Regis College freshmen and continuing students with competitive public speaking skills. Interested students should contact the Communications Department. The award is renewable each year based on review of speech performance.

Endowed/Restricted Scholarships

Regis University offers nearly seventy endowed and annual scholarships to students enrolled in Regis College, the Rueckert-Hartman School for Health Professions, and the School for Professional Studies. These scholarships have been established through the generous support of foundations, corporations, and the University's alumni, parents, and friends. Scholarships are an investment in the students of Regis, and the University community is grateful for the vision of our scholarship donors. Scholarships are a very meaningful way to honor families, friends and loved ones.

Criteria for each scholarship is determined by the donor and selection is made by the Scholarship Committee of Regis University. Eligibility is based on merit and/or financial need. The Scholarship Committee uses information provided by students in the general application process including the FAFSA and academic records. Students are automatically considered for scholarship awards at the time of application; there is no separate application for these scholarships. On occasion, students may be asked to furnish additional information for selected scholarships. Scholarships are renewable for four (4) years if the student maintains certain academic requirements and funding is available.

Donors are interested in basic information about scholarship recipients. By accepting the scholarship a student agrees to allow the University to share this type of information with the donor.

Endowed/Restricted Scholarships – 2005-2006

- Alpha Sigma Nu Scholarship
- Stephen James Atencio Endowed Scholarship
- Bloedorn Annual Scholarship
- May Bonfils Memorial Endowed Scholarship
- Bruskotter Scholarship Fund
- George Rogers Clark Brant Endowed Scholarship
- Maybethe Rhodes Buck Scholarship
- Francis X. Bryne Memorial Scholarship
- Catholic Minority Scholarship
- Chambers-Hemmings Scholarship
- Cherne Endowed Scholarship
- Charles E. Collins Memorial Scholarship
- Colorado Springs Scholarship
- Conway Family Scholarship
- Coulter Foundation-M. Edward Timmins Scholarship in Undergraduate Business Studies
- Viola Vestal Coulter Foundation Scholarship
- Margaret R. Doyle Endowed Scholarship
- Edna Dugan Memorial Endowed Scholarship
- Captain Ralph J. Dwyer, Jr., Memorial Scholarship
- Charles A. Frueauff Foundation Endowed Scholarship
- Lyle Gene Fuchs Scholarship
- Edward T. and Katherine Gibbons Scholarship
- Dr. James L. Guilianelli Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- Harry E. Hoewischer, S.J., Psychology Award
- Charles and Rosalie Hora Scholarship
- Johnson Scholars
- Charles Gustav and Margaret D. Klempera Memorial Endowed Scholarship
- Stephen R. Krieger, S.J., Scholarship
- Robert J. Lacey Endowed Accounting Scholarship
- Leon Lascor Endowed Scholarship
- Alicia M. Leavitt Memorial Scholarship
- Charles B. Lindahl Endowed Scholarship
- Clare Boothe Luce Scholarship
- Jean and Dennis McDaniel Scholarship
- Captain Felix William McKenna, Jr., Scholarship
- Mile High Scholarship
- William T. Miller, S.J., Endowed Scholarship
- Monahan Single Parent Scholarship
- J. K. Mullen Endowed Scholarship
- Notarianni Family Scholarship in Memory of Elissa A. Notarianni
- Dominic Pantanella, S.J., Memorial Scholarship
- Paris, Paris & Cartone Scholarship
- Elaine Perry Endowed Scholarship
- Premier Bank Endowed Scholarship
- Mary L. Robbins Endowed Scholarship
- Freda Roof Scholarship
- Harry D. Rothenberg Graduate Endowed Scholarship
- Eugene H. Rourke Endowed Scholarship
- Joseph A. Ryan, S.J., Scholarship
- Schramm Endowed Scholarship
- Second Century Fund Scholarship
- Leah Anne Shiely Endowed Scholarship
- Herschel R. Shwayder Memorial Scholarship

- Special Education Scholarship
- Pauline Collins Stewart Endowed Scholarship
- Tracey Family Scholarship for Native American Students
- Trueblood Scholarship
- Undergraduate Nursing Scholarship
- UPS Annual Scholarship
- US WEST Endowed Scholarship
- Patrick D. Vinton Memorial Scholarship
- Ella Mullen Weckbaugh Campus Ministry Scholarship
- Ella Mullen Weckbaugh Memorial Scholarship
- Zarlengo Endowed Scholarship

Colorado Centennial Scholars Award

The Colorado Centennial Scholars Award (formerly the Colorado Scholarship) is an award funded by the Colorado General Assembly and offered by Regis to Colorado resident undergraduate students for outstanding academic achievement. Very limited funding is available for this award. Students must meet the following minimum eligibility requirements:

- Continuing students must demonstrate academic excellence by achieving and maintaining at least a 3.500 cumulative grade point average;
- Transfer students who have not previously received a Centennial Scholarship award must demonstrate academic excellence by transferring into Regis University with a 3.750 cumulative college grade point average;
- Recent high school students graduating from a Colorado High School in May 2005 or after must hold a minimum high school grade point average of 3.750;
- All other undergraduate students must initially qualify for the merit award with a minimum cumulative grade point average of 3.750. Renewal of the award will require a 3.500 grade point average.

Athletic Awards

Athletes in baseball, volleyball, basketball, softball, lacrosse, cross country, soccer and golf may be awarded athletic grants by the Athletic Department at Regis. Students should contact the Athletic Department or coach of their sport. Additional aid may be awarded from other sources if the FAFSA is completed and further eligibility is indicated. Students who receive full athletic grants for tuition, fees, room and board may not receive other gift or work assistance except for Federal Pell Grants. All awards must comply with NCAA or AIAW and conference rules, including the academic eligibility prescribed. Reversal conditions are set by the athletic department.

OTHER SOURCES OF AID

Academic Achievement Awards

There are several awards, some with cash stipends, made during the academic year to students who achieve special distinction in

various academic areas. Recipients are nominated by individual departments. Awards are made through Enrollment Services-Financial Aid.

Bureau of Indian Affairs

Grants are available to students who are at least one-fourth American Indian, Eskimo or Aleut and who are issued an Indian Certification by their tribe. This grant is usually a supplement to other types of financial aid. Students should apply to a Bureau of Indian Affairs agency.

Dependent's Tuition Assistance

This program provides tuition for dependents of National Guardsmen, law enforcement officers or firefighters killed or disabled in the line of duty. It also assists dependents of Coloradoans who were prisoners of war or missing in action. Students should apply to the Colorado Commission on Higher Education.

Division of Vocational Rehabilitation

Students with physical or emotional handicaps may be eligible for assistance for tuition, fees, books, supplies, maintenance, medical services and transportation. The Division of Vocational Rehabilitation may be contacted for additional information.

Employee Tuition Benefit (ETB)

ETB is available to eligible employees of Regis University and to the eligible employee's spouse and dependent children. Amounts of benefits vary according to the number of hours and months an employee has worked. Students must be admitted to an eligible program and be eligible to receive the benefit. Complete details are included in the ETB application available in the Human Resources Department.

Faculty Children's Exchange (FACHEX)

FACHEX awards are tuition-only grants offered by Regis University to Regis College undergraduate students whose supporting parent works for a participating Jesuit Institution. A very limited number of FACHEX awards are made each year to new recipients. FACHEX awards are not available for use during the Summer semester. Awards are renewed for four (4) years/eight (8) semester maximum if a cumulative grade point average of 2.000 or higher is maintained.

Tuition Exchange

Tuition Exchange awards are tuition-only grants offered by Regis University to Regis College undergraduate students whose supporting parent works for a participating institution. A very limited number of Tuition Exchange awards are made each year to new recipients. Tuition Exchange awards are not available for use during the Summer semester. Awards are renewed for four (4) years/eight (8) semester maximum if a cumulative grade point average of 2.000 or higher is maintained.

Outside Scholarships

Enrollment Services-Financial Aid, high school guidance offices and public libraries have listings of scholarships provided by companies, individuals and trusts outside the University. The Regis University Web site provides access to a scholarship database at www.regis.edu/StudentResources/FinancialAid. The possibilities are many and warrant a few hours research.

State Scholarship/Grant Programs

Some states, such as Alaska, Connecticut, Delaware, District of Columbia, Massachusetts, Vermont, Pennsylvania, and New Hampshire, offer grant and scholarship assistance for students attending Regis University. Information on these programs may be obtained from a school counselor or the Higher Educational Assistance Agency in an interested student's home state.

Veterans' Benefits

The University is approved by the State Approving Agency of Colorado, a division of the State Board for Community Colleges and Occupational Education, to offer courses of education and training for veterans and eligible dependents under the provisions of the Department of Veteran's Affairs. Additionally, Regis University is approved to provide the same service in the state of Nevada. Veterans and other eligible persons should obtain their certificates of eligibility from the regional office of the Department of Veterans Affairs (VA) before entrance into the University.

The payment of benefits by VA differs according to half-time or full-time enrollment. Students who are eligible for veterans' benefits should check with the Regis University certifying official in Enrollment Services-Registrar for specific information about their particular program. Additionally, students receiving veterans' benefits must notify the Regis University certifying official under the following conditions:

- The student is temporarily withdrawing from the program.
- The student is permanently withdrawing from the program.
- The student is changing programs and/or majors.
- The student is attending another college or university.

Deferred Payment Plans

Regis University offers a tuition payment plan to qualified Regis College undergraduates, Accelerated Nursing students and Doctor of Physical Therapy students. Other students are offered different tuition deferment options. Details are available through Enrollment Services-Student Accounts.

International Students

Federal and state funds are restricted to citizens and permanent residents of the United States. International students who seek employment on or off campus must follow procedures specified by

the Department of International Student Services in Enrollment Services-Registrar in order to maintain legal status. If required standards are met, foreign students may apply for scholarships and institutionally funded grants.

CONSORTIUM AGREEMENTS

The Financial Aid Consortium Agreement is an agreement between Regis University and another eligible college to share enrollment information and records for student financial aid eligibility.

Under the Consortium Agreement, Regis University acts as the Home school, meaning the student intends to receive his or her degree or certificate from Regis. The other school acts as the Host school. Students may take classes that Regis approves for credit at the other college, and those credits will be transferred to Regis. Under this agreement, students can be considered for financial aid if they are at least half-time students, regardless of which school the student is attending. Students must renew their consortium agreement each semester.

Registration/Enrollment

Students should enroll in a degree-granting program at Regis University and create a degree plan with a Regis advisor. This plan can be altered with the advisor's approval.

At the beginning of each semester, students must register for all courses they will take during that semester. If a student is taking courses at Regis, he/she follows the standard registration process at Regis. If students are taking courses at a Host school, they must meet with a Regis advisor for pre-approval of their planned courses before they register. They can also complete a Concurrent Enrollment Form (CEF) to ensure that courses at the Host school will transfer for credit at Regis.

When registering at a Host school, students should identify themselves as a Regis University student. If courses are taken at Regis, tuition is paid to Regis. If courses are taken at a Host school, tuition is paid to the Host.

Financial Aid

Students attending a Host school should apply for financial aid through Regis University. Students must:

- Submit a FAFSA
- Complete an Authorization to Release Information form
- If required by the school the student is attending, file a copy of the Concurrent Enrollment form with Enrollment Services-Financial Aid.

Courses approved by the Regis advisor and taken at a Host school are considered for financial aid eligibility. Student must notify Enrollment Services-Financial Aid if their enrollment plans change, since enrollment status affects financial aid eligibility.

Financial aid is not paid until Regis receives verification from the Host school that a student is enrolled at least half-time. This occurs after the Host schools' add/drop period. Any credit refund from financial aid proceeds is mailed within two (2) weeks after financial aid is credited to a student account.

Regis University has entered into a consortium agreement with the Colorado Community College System, which includes the following thirteen (13) Colorado community and junior colleges:

Arapaho Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Community College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

Students may individually enter into a consortium agreement with Regis University if attending classes abroad or at certain community colleges not part of the Colorado Community College System.

ENROLLMENT REQUIREMENTS

In some cases, the student must be enrolled as a full-time student in order to qualify for financial assistance. Most aid programs allow for less than full-time attendance, but the student must generally be enrolled as a half-time student in order to qualify. The student Award Letter specifies the enrollment requirements upon which the financial aid award is based.

Undergraduate Status Credit Hour Requirement

Full-Time	12 or more semester hours
Three-Quarter Time	9 to 11 semester hours
Half-Time	6 to 8 semester hours

Graduate Status Credit Hour Requirement

Full-Time	6 or more graduate semester hours
Half-Time	3 to 5 graduate semester hours

NOTE: If taking undergraduate classes to meet requirements for a graduate degree, the student must have at least six (6) undergraduate semester hours to be considered a half-time student.

NOTIFICATION AND DISBURSEMENT

When a student's financial aid application is complete (all forms and reports received), it is reviewed by financial aid personnel. If a student is eligible and funds are available, an Award Letter is sent. If any of the following situations exist, the student should notify Enrollment Services-Financial Aid: (1) the student is declin-

ing part of the award, (2) the student has received a scholarship or financial assistance not noted on the Award Letter or (3) the Award Letter is based on information which has changed (such as enrollment status or living arrangements). Most aid is divided into two or three equal payments, based on the number of semesters for which the student is receiving financial assistance.

Regis College Programs and Traditional Nursing Option of the Rueckert-Hartman School for Health Professions

Federal Stafford and PLUS Loans

Loan proceeds are disbursed in equal portions, based on the number of semesters in the loan period, starting with the Summer Semester. If the lender participates in electronic funds transfer with Colorado Access Network (formerly the Colorado Student Loan Program), loan proceeds are credited directly to the student's account. If the lender does not participate in electronic funds transfer, co-payable checks are available at the beginning of each semester for endorsement to be credited to the student account. Prior to disbursement of loan proceeds received by the University, Enrollment Services-Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, etc.). This reaffirmation of eligibility occurs after the add/drop period for the academic program.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). Please note that all loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

Federal PLUS loans are disbursed in two to three (2-3) installments, based on the number of semesters for which the student is receiving financial aid, and sent directly to Regis by the lender and payable to both the parent and Regis University. If the funds are electronically transmitted, they are credited to the student account. Any excess balance is refunded to the parent unless the parent provides written authorization to release the balance directly to the student. If checks are received, Regis endorses and forwards them to the parent for payment of outstanding charges.

Grants, Scholarships, Federal Perkins Loans and Special Awards

These funds are automatically credited to the student's account by the beginning of the semester, assuming enrollment can be accurately verified. Before funds can be transmitted to the student's account, promissory notes and loan information sheets for the Perkins and Nursing loans must be completed.

Students who are cross-enrolled (taking classes outside their primary program area) will have funds credited to their accounts after the last add/drop date has passed for the program in which they are cross-enrolled.

External Awards

External awards are usually disbursed in two payments made out to the student and mailed to Regis University. External award checks can also be made out to Regis University on behalf of the student. If endorsement is required, the student will be notified.

Student Employment Awards

Student employment awards are paid by check or, if selected, by direct deposit to a bank account every two weeks during the award period, according to the number of hours actually worked. Therefore, employment awards are not available to meet direct costs at the time of registration. If the entire employment award is not earned by the student, it is not replaced with other funds.

Credit Balance Refunds

Any funds in excess of student expenses billed by Regis may be used for other allowable educational expenses such as books and living expenses. These funds are not available until after the add/drop period for the semester has ended. Students should plan ahead and have sufficient resources to meet living costs for at least the first three weeks of the semester.

A credit balance refund check is automatically generated from Enrollment Services-Student Accounts within fourteen (14) days after funds are credited to a student account. Students should contact Enrollment Services-Student Accounts for information regarding dates when refund checks are available.

School for Professional Studies and Rueckert-Hartman School for Health Professions Programs

Federal Stafford Loans Disbursement

Federal Stafford Loans are disbursed in equal portions based on the number of semesters in the loan period. Depending on the lender used, loan proceeds are either disbursed as checks or through Electronic Funds Transfer (EFT).

If EFT is requested on the loan application and the lender participates in the process, loan proceeds transfer directly to the student account each semester once all disbursement requirements are met.

Disbursement by check must be endorsed at the beginning of each semester to be credited to the student account. Notification is sent to the student when the check has been received. Checks are available on the fourth floor of Main Hall on the Lowell campus. PLUS loan disbursements made by check are made jointly payable to the parent borrower and Regis University and are mailed directly to Regis. Enrollment Services-Student Accounts will notify the parent borrower if endorsement is required.

Prior to disbursement of loan proceeds received by the University, Enrollment Services-Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, etc.). The reaffirmation of eligibility occurs after the add/drop period for the academic

program. In order to comply with federal disbursement regulations while allowing maximum registration flexibility, Enrollment Services-Financial Aid monitors the student's enrollment status after each add/drop period in order to establish eligibility for loan disbursement based on half-time enrollment. Loan proceeds will be released after the add/drop period for the academic period (i.e., 5-week 1; 5-week 2; 8-week 1; 10-week 1). Therefore, loan proceeds may be released at a different time each semester depending on the student's enrollment (i.e., when half-time status is established). The Loan Disclosure Statement received from the guarantee agency will note a generic disbursement date which may or may not match the actual disbursement date based on the student's half-time enrollment.

Enrollment Services-Financial Aid must receive a Verification of Enrollment form for undergraduates who are concurrently enrolled in a school that has a consortium agreement with Regis University before disbursement can be made.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). All loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

An entrance interview requirement must be met before a new student borrower's loan proceeds are released. Also, an exit interview is mandatory for borrowers leaving the University.

Any remaining funds in excess of direct Regis University costs will not be available until after the appropriate add/drop period for the semester. Therefore, students should plan to pay for books and living expenses from sources other than financial aid and should consider aid as a reimbursement.

If a credit balance remains, after tuition and fees are paid, a refund check is generated and mailed within fourteen (14) days. Students should contact Enrollment Services-Student Accounts for information regarding dates when refund checks are available.

Disbursement of Grants, Scholarships, Perkins and Nursing Loans

These funds are automatically credited to the student's account within five (5) working days after the close of the official add/drop period for the semester, assuming enrollment can be accurately verified. If the student's program has multiple sub-sessions or academic periods within the semester, grant and scholarship funds are credited after the last add/drop period for the semester.

If the student has cross-enrolled in a different academic period, the add/drop dates for that academic period apply, and credit for grants and scholarships may be delayed.

Promissory notes and loan information sheets for the Nursing and Perkins Student Loans must be completed before funds can be credited to the student's account.

Work-study funds are paid by check or, if selected, by direct deposit to the student's bank account every two (2) weeks during

the period, and are therefore not available to meet expenses at registration.

SELECTIVE SERVICE REGISTRATION

In September 1982, Congress passed legislation linking draft registration requirements with eligibility for federal financial aid.

Effective July 1, 1983, all individuals required to register for the draft, in accordance with the Military Selective Service Act, must comply with this mandate or forfeit eligibility for federal student aid.

FINANCIAL AID DURATION

Financial aid is available to students for a limited number of semesters, depending on the degree they are seeking. The semesters do not have to be consecutive and may be adjusted for half- and three-quarter time attendance. Standards, based on full-time attendance are as follows:

Eligible Degrees	Maximum Time Frame
Baccalaureate	12 Semesters
Second Baccalaureate	4 Semesters
Teacher Licensure	5 Semesters
Masters/Doctorate	10 Semesters
Certificate Program	6 Semesters

SATISFACTORY ACADEMIC PROGRESS

The Department of Education requires Enrollment Services-Financial Aid to monitor the academic progress of students who are receiving federal, state or institutional assistance. All hours attempted and completed are reviewed at the end of each semester. Cumulative grade point averages are monitored every May.

- A student must maintain a 2.000 cumulative grade point average in both graduate and undergraduate programs. Non-credit remedial, CLEP, Dantes and portfolio courses are calculated in determining grade point average.
- The financial aid award is based on intended enrollment. Students must complete the number of credit hours on which their financial aid is based with a grade of "D" or better. Intended enrollment is taken from the first semester of enrollment noted on the FAFSA. Budgets are based on half, three-quarter or full-time enrollment. If there is a change, the student must notify Enrollment Services-Financial Aid in writing.
- If the result of an Incomplete, failing grade or withdrawal brings a student below the required number of credit hours, the student is either placed on financial aid probation for one semester or they will receive a one time, one semester warning. Financial aid eligibility is maintained during this semester.
- If after receiving a warning, the student's semester course work completion rate is not satisfactory, the student is placed on financial aid suspension and financial aid is canceled until further notice.

- Students are notified in writing if placed on probation, warning or suspension. Students have the option of appealing a warning or suspension status. If circumstances beyond their control have impeded their academic progress, appeals may be submitted in writing to the Financial Aid Counselor for Satisfactory Progress. The letter must contain supporting documentation in order for the Appeals Committee to reverse or change a student's financial aid status. Students are notified in writing of the results of their appeal.

REFUNDS DUE TO WITHDRAWAL

Scholarships, grants and loans normally are not credited to a student's account until after the add/drop period for the student's academic program each semester. At this time enrollment status is verified and, if required, adjustments are made. Financial aid is not credited to a student account if no enrolled hours can be verified.

Students who completely withdraw after aid has been credited will have their aid adjusted in accordance with federal and state regulations. Each semester, specific institutional refund schedules are available by program type, but as a general rule students would be eligible for a refund through 60% of the academic period.

Students withdrawing from the University should be aware of the following:

- To officially withdraw, Regis College students should contact the Retention Coordinator in the Office of Admissions; RHSHP students should contact the director of their program; and SPS students should contact their program advisor.
- Students who leave the University and do not formally withdraw are assigned a grade of "F" (failure).
- Withdrawal does not eliminate financial obligation to the University. Charges owed to the University at the time of withdrawal are the student's responsibility based upon the University's tuition and housing refund policies. (Details of these policies are available in Enrollment Services-Student Accounts.)
- There are specific federal, state and University withdrawal policies regarding tuition and fees, housing charges, refunds to financial aid programs and repayments resulting from withdrawal.

When withdrawing, there are three situations that may require immediate repayment of financial aid funds:

- If University charges are reduced as a result of withdrawal, and a student account credit balance is created, these funds may be used to repay financial aid programs, depending on the amount of financial aid and the date of withdrawal.
- A student may have to repay financial aid funds that are in excess of an amount determined to be reasonable for the length of enrollment. This repayment is based on federal guidelines.

- If withdrawal occurs prior to fully establishing enrollment eligibility, the entire financial aid award including any credit balance will be repaid to the financial aid programs. This may result in a balance due to the University.

Earnings in work-study programs are paid through the time of withdrawal. Students may not continue work-study after withdrawing from the University.

Financial aid is for enrolled students only. Except in rare situations, financial aid cannot be disbursed after withdrawal. Students who receive financial aid and withdraw multiple times are placed on financial aid suspension.

Information regarding the federal regulation for calculating refunds and repayments, and the order of financial aid programs to which aid is restored is included in a detailed Return of Financial Aid Funds policy statement available in Enrollment Services-Financial Aid.

STUDENT ACCOUNTS

TUITION, FEES, ROOM AND BOARD CHARGES

Tuition, fees, room and board charges are posted to students' accounts as they are assessed. Current rates charged can be found in each college/school section of the Bulletin. Payments are applied to accounts when received by the University Cashier. Students may call Enrollment Services at (303) 458-4126 with questions concerning their account. If calling from outside the Denver Metro area, the toll-free number is 1-800-388-2366, extension 4126.

FINANCIAL POLICIES

The tuition, fees and other charges described in this Bulletin are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

There may be other fees and charges that are not specified in this Bulletin. These fees and charges may be ascertained by contacting the University office that administers the program or activity in which the student intends to enroll or engage. Additionally, a non-refundable tuition deposit may be required by an individual program upon official acceptance to the University.

Past due student accounts or other financial obligations will accrue interest at the rate of one and one-half percent (1.5%) per month (Annual Percentage Rate of 18%) on the unpaid balance until fully paid. The University will not register a student or issue official transcripts, diplomas, or other educational credentials or certifications to or on behalf of any student or former student with a financial obligation, which includes without limitation, Perkins and Nursing loans. Students who incur financial obligations to the University are obligated to the University for past due loans and accounts including but not limited to, collection fees, court costs, attorney's fees, administrative costs, and pre- and post-judgment interest.

International Students

International Students are required to pay prior to registration. An exception may be made if the student completes and signs "International Exception Payment Policy Form" which is available on the Regis University website at www.regis.edu/student_resources/student_accounts/Due_Dates_and_Forms.

REFUNDS OF TUITION

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program. Information about withdrawal procedures and deadlines is available from each school. At the beginning of each course (through the add/drop period), tuition is refunded at 100%. Subsequent to the add/drop period, tuition is refunded on a prorated basis through 60% of the academic period. After 60% of the academic period has elapsed, there is no refund of tuition. The refund calendar for each academic period is available at all Regis sites.

PAYMENT POLICY AND PAYMENT OPTIONS

Semester-Based Programs

Semester-based programs include the following:

Regis College Undergraduate
Traditional Undergraduate Nursing
Doctor of Physical Therapy

Tuition and fees are due on the first day of the month prior to the start of the academic period. Students that register within a week of the start of the academic period may not receive an invoice before payment is due. Invoices can be faxed to expedite tuition and fee payment by the due date. To obtain a copy of an invoice or for additional information, contact Enrollment Services at (303) 458-4126. For more student accounts information, students may access the website at www.regis.edu/student_resources/student_accounts.

Available Payment Options

Cash, Check, Money Order
Credit Card (Visa, MasterCard, Discover, American Express)
Regis Payment Option (RPO)
Personal Deferment with a Fee

Paying with Cash, Check, Money Order or Credit Card

Payment can be made in person, by phone, fax, or mail. Payment made by cash, check or money order are accepted at the Cashier's Office located on the Garden Level of Main Hall. In addition, payments can be mailed to Regis University, P.O. Box 173861, Denver, CO 80217-3861.

For proper allocation of funds, it is required that payments be accompanied by the invoice payment stub and that the Regis University Student I.D. number or social security number appear on the check or money order. Credit card payments are accepted

by phone or fax. Call (303) 458-4129 or toll free 1-800-338-2366 ext. 4129 or fax your credit card payment to (303) 964-5449.

Regis Payment Option (RPO)

A convenient interest-free Regis Payment Option (RPO) is offered to students enrolled in semester based courses in the Doctor of Physical Therapy and Regis College Undergraduate Programs. This plan makes tuition payment more manageable by spreading all or part of the semester tuition expenses over four (4) or five (5) monthly payments.

The enrollment cost for the Regis Payment Option requires a non-refundable \$50 per semester enrollment fee to cover the administrative cost of this plan. Interest charges will not be assessed on the plan balance. However, finance charges begin to accrue thirty (30) days following the payment due date on late payment amounts. A \$15 penalty will be assessed for each late payment.

Sponsored Billing

Deferment with Tuition Voucher - If the students' employer has signed a third-party agreement with Regis University or the student is eligible for an external scholarship, the student may qualify for third-party billing to the sponsor or employer. Students may request a Sponsored Billing (Third-Party Billing) information sheet for details. Please note: Sponsored Billing is different from employee tuition reimbursement whereby the student is responsible for paying the tuition and is reimbursed at a later time by the employer.

Confirmation of Registration/Registration Invoice

A confirmation of registration/registration invoice is mailed to students after registration or changes in registration.

Non-Traditional Programs

Non-traditional programs include the following:

- Regis College
 - Master of Arts in Education: Learning and Teaching
- Rueckert-Hartman School for Health Professions
 - Accelerated Nursing
 - Health Care Administration
 - Health Information Management
 - RN-to-BSN Option
 - Master of Science in Nursing
 - Master of Science in Health Services Administration
 - Master of Science in Clinical Leadership for Physician Assistants
 - Doctor of Physical Therapy

- School for Professional Studies

Graduate Programs

Undergraduate Programs

For these programs, tuition and fees are due at the end of the first week of the academic period. Students that register within a week of the start of the academic period, may not receive an invoice before payment is due. Loss or delayed receipt of the bill does not relieve students of the obligation to pay on time. If payment is not received by the due date, a \$75 late fee will be assessed to the student's account and this fee needs to be paid prior to further registration. Invoices can be faxed to expedite tuition and fee payment by the due date. To obtain a copy of an invoice or for additional information, contact Enrollment Services at (303) 458-4126. For more information on Student Accounts, students may access the website at www.regis.edu/student_resources/student_accounts.

Available Payment Options

Cash, Check, Money Order

Credit Card (Visa, MasterCard, Discover, American Express)

Tuition Deferment Options

Personal Deferment

Sponsored Billing with Tuition Voucher

Financial Aid Deferment (must have sufficient guaranteed financial aid to cover all expenses).

Paying with Cash, Check, Money Order or Credit Card

Payment can be made in person, by phone, fax or mail. Payments made by cash, check or money order are accepted at the Cashier's Office located on the Garden Level of Main Hall. In addition, payments can be mailed to Regis University, P. O. Box 173861, Denver, CO 80217-3861. For proper allocation of funds, it is required to:

- Make sure payments are accompanied by the invoice payment stub
- or
- Notate the specific term, (05FA, 06SP, 06SU) to allocate payment to and write the Regis University Student I.D. number or social security number on the check or money order.

Credit card payments are accepted by phone or fax. Call (303) 458-4126, (303) 458-4129 or toll free 1-800-338-2366 ext. 4126 or ext. 4129 or fax your credit card payment to (303) 964-5449.

Tuition Deferment

- Personal Deferment with Fee

Regis University offers a convenient option to defer tuition. Students may defer tuition for fifty-five (55) days after the end of the course using the Personal Deferment with a Fee. Deferred tuition is due in full, on or before the deferred payment due date. Course fees cannot be deferred.

Personal deferment forms are due on or before the tuition due date. The use of any deferred payment option creates a financial obligation between the student and Regis University. A transcript release may be applied to the student's record throughout the deferment period. For assistance contact Enrollment Services at (303) 458-4126 or toll free at 1-800-388-2366 ext. 4126.

The deferment fee varies according to the length of the academic period associated with the course. Payment of the deferment fee is due by the end of the first week of the academic period, and must be accompanied by a completed Personal Deferment Form. Deferment fees are not transferable or refundable.

The per course fee charged for this service is as follows:

- \$30 - six week or less course
- \$35 - seven to eight week course
- \$40 - nine to ten week course
- \$60 - eleven to twelve week course
- \$70 - thirteen to sixteen week course

If tuition payment is not received by the deferred due date, a \$75 per course fee is assessed to the student account and all future academic period registrations may be dropped. If a company reimburses the student for tuition, it is the responsibility of the student to pay by the tuition due date whether the company has reimbursed the student for the course or not. The personal deferment is not dependent on grades being sent or received, and payment is due on or before fifty-five (55) days after the end of the academic period.

• Sponsored Billing

Deferment with Tuition Voucher - If a student's employer has a sponsored billing agreement with Regis University, students may qualify for billing to the sponsoring organization. This is different from employee tuition reimbursement whereby the student is responsible for paying tuition and is reimbursed at a later time by the employer. Students should consult with their employer to determine if a direct billing agreement has been established with Regis University. If one has been established, the student will need a "Tuition Voucher" from the employer which includes student name, social security number, course title(s), tuition amount, name, and address where the bill should be sent. The Tuition Voucher should be submitted to Enrollment Services-Student Accounts, at the Lowell Campus, mail code A-8. The Tuition Deferment Form and Tuition Voucher may be faxed to Enrollment Services-Student Accounts at (303) 964-5449.

It is the responsibility of the student to obtain a Tuition Voucher from the employer for each course and ensure that it is received at Enrollment Services-Student Accounts by the end of the first week of the academic period. If for any reason a sponsor refuses to pay, the student is responsible for all charges.

If the sponsor payment is not sufficient to cover tuition and fees, the student will have to either pay their portion or make payment arrangements using the Personal Deferment.

• Financial Aid Deferment

The award letter specifies the amount of financial aid that the student is eligible to receive each semester. If loans are to be used, students must have completed the Loan Change/Award Acceptance form and Enrollment Services-Financial Aid must have guaranteed the loan. If financial aid is not yet guaranteed by the first week that classes begin, or if guaranteed financial aid is not sufficient to cover tuition and fees, the student will have to either pay in full or make payment arrangements using the Personal Deferment with a Fee form, which can be found on the Regis web site under Student Resources/Student Accounts/ Due Dates and Forms.

Confirmation of Registration/Registration Invoice

A confirmation of registration/registration invoice is mailed to students after registration or changes in registration.

REGISTRAR

ACADEMIC INFORMATION

The following policies apply to Regis College, School for Professional Studies and Rueckert-Hartman School for Health Professions. Students are advised, however, that when policies exist in an academic program or department that differ from the general policies, the program or department policy listed in the appropriate section of the Bulletin takes precedence.

UNIVERSITY CHANGES IN PROGRAMS, COURSES AND SERVICES

The University reserves the right to terminate or modify program requirements, content and the sequence of program offerings from one academic term to the next for educational reasons it deems sufficient to warrant such actions.

Further, the University reserves the right to terminate programs, courses or services from time to time for financial or other reasons it determines warrant such action. The content, schedule, requirements and means of presentation of courses may be changed at any time by the University for educational reasons that it determines are sufficient to warrant such action. Programs, services or other activities of the University may be terminated at any time due to reasons beyond the control of the University including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental order, financial insolvency or other reasons or circumstances the University determines warrant such action.

The course descriptions contained in this Bulletin are based upon reasonable estimations and projections of faculty qualifications

and availability, and other appropriate educational considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based as deemed necessary by the University to fulfill its role and mission, meet accreditation standards and for other reasons described above.

Changes in programs, courses and services are applicable to degree plans and other programmatic plans.

STUDENT RESPONSIBILITY

Each student is personally responsible for information in this section. Failure to read and understand these regulations does not relieve a student of responsibility. Further, any announcements concerning academic regulations or programs published in the Bulletin are binding on all students.

Academic advising is provided to assist students in planning their academic programs. Advisors are not authorized to change established policy of the University. Students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice which is at variance with the established policy must be confirmed by the appropriate Dean's Office.

TRANSFER/COMPETENCY-BASED CREDIT

Undergraduate

Transfer credit is awarded for college-level work completed at other colleges and universities that are accredited by a regional accrediting association (e.g., North Central Association of Colleges and Secondary Schools). Undergraduate transfer courses in which grades of "C-" or better have been earned are equated to Regis courses when possible. Otherwise, acceptable courses are assigned an appropriate department prefix and course level (upper division "UD" or lower division "LD"). A maximum of 98 semester hours may transfer toward an undergraduate degree. Quarter hours are converted to semester hours by using a 3:2 ratio.

Competency-based credit may be awarded for approved non-classroom experiences. This includes recommendations by the American Council on Education for military and corporate training, Regis University credit-by-exam, Prometric Learning Center credit-by-exam, national standardized exams (College Board Advanced Placement [AP] Examinations, College Level Examination Program [CLEP], Defense Activity for Non-Traditional Education Support [DANTES] subject standardized testing program, National Programs on Noncollegiate Sponsored Instructions [PONSI], International Baccalaureate Program [IB], ACT Proficiency Examination Program [PEP], National League for Nursing [NLN] tests) and life experience credit. When students are granted competency-based credit for a course, the credit is considered as a substitute for the course. If advanced placement is granted without credit in a subject area, the hours required must be satisfied by taking advanced courses.

Acceptance of transfer or competency-based credit varies by degree program.

Graduate

In graduate programs for which transfer credit is permitted, transfer credit is awarded only for graduate-level course work for which a grade of "B-" or better has been earned at other colleges and universities that are accredited by a regional association (e.g., North Central Association of Colleges and Secondary Schools). Of the total semester hours required for any one of the graduate degree programs, no more than 20% of the total semester hours required may be comprised of transfer course work or course work included in a previously earned graduate degree from a transfer institution or from Regis University. Transfer credit is approved by the Dean or designee of each graduate program. Only credit completed within the last ten (10) years is eligible for transfer consideration. Transferable graduate work is equated to Regis courses when possible. Quarter hours are converted to semester hours by using a 3:2 ratio.

Graduate degree programs may have more restrictive or more specific transfer credit policies in addition to the general policies stated above. Specific transfer policies appear in the appropriate graduate degree section of this Bulletin.

REGISTRATION

Unit of Credit

The unit of credit at Regis University is the semester hour (SH). Throughout this Bulletin, references to "hours" of University credit or "credit hours" are intended to denote semester credit hours unless otherwise clearly noted.

Credit Load

Undergraduate Status

Full Time	12 or more semester hours
Part Time	6-8 semester hours

Graduate Status

Full Time	6 or more semester hours
Part Time	3-5 semester hours

Overload

Refer to the appropriate school/program section for policies and procedures on course overload.

Class Level

Undergraduate student class level is determined by the number of semester hours completed as follows:

<i>Class</i>	<i>Semester Hours Earned</i>
Freshman	0-29
Sophomore	30-59
Junior	60-91
Senior	92 or more

Course work in progress is not used when determining current class level.

Class Attendance

Students are expected to make every effort to attend all class meetings. Attendance standards may be established by individual instructors and reflected in the course syllabus.

Course Numbering System

Standardized course numbers utilized by Regis University according to academic rigor of the course are distributed in the following ranges:

100 - 199	Remedial
200 - 299	Lower division (freshman level)
300 - 399	Lower division (sophomore level)
400 - 499	Upper division (junior and senior level)
500 - 599	Post-baccalaureate (graduate level; not part of a master's degree program)
600 - 699	Masters (graduate level)
700 - 799	Doctoral (graduate level)

Additional course number designations are applied to courses that have specific content for undergraduate and graduate work. The following numbers and descriptions apply to courses that meet this requirement:

490, 690	Independent Study: Research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course.
495, 695	Seminar: Intensive research under the direction of a faculty member in a theme or topic specific to junior, senior or graduate level, major or minor study.
496, 696	Senior/Master's Project: Capstone experience representing significant effort on the part of the student in demonstrating understanding of the program emphasis.
697	Professional Paper: Qualitative research within an organization, that enhances the future effectiveness of the enterprise.
498, 698	Internship: Practical experience in a field of study applicable to the student's career choice.
499, 699	Thesis: Advancement of an original point of view as a result of research and an opportunity to defend it before a faculty committee appointed by the department/program director.
XXX (A-D)	Courses that are taught in sequential order and require further study for topic completion.

XXX (E-W)

Courses that are grouped under a broad topic or theme of study, with allowance for repeatability under different sub-topics and letter designations.

Course Prefix Designation

In addition to the number identifying where a course fits within a discipline, each course is assigned a prefix that identifies the appropriate discipline, field or department. For example, the numerical designations for courses in Chemistry are preceded by CH, in English by EN, and in Religious Studies by RS.

Add/Drop

Changes in registration (add/drop) for Regis College students must be submitted on the official add/drop form during the add/drop period to Enrollment Services-Registrar. For students in the Rueckert-Hartman School for Health Professions and the School for Professional Studies, changes may be initiated by the student telephoning the appropriate program office or by adding or dropping on WebAdvisor, the web-based student information system. No course may be added or dropped after the final day of add/drop designated in the schedule of courses (made available through the appropriate program office).

Each student is responsible for completing, dropping or withdrawing from all courses listed on his or her schedule. The schedule is retained in Enrollment Services-Registrar on the database system and in hard copy form, as appropriate. Credit is given only for courses that appear on the schedule. Students who are registered and fail to attend receive a grade of "F" for the courses.

Special Registration

Special Registration requests are not available on WebAdvisor.

Independent Study

Independent Study is individually supervised research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course. Approval and registration must occur prior to the add/drop deadline. The course number generally used is 490 for the undergraduate level and 690 for the graduate level.

Special Study

Special Study is defined as a normally scheduled course that is not available at a time or location that is feasible for timely completion of graduation requirements. The course prefix, number and title are the same as the regularly scheduled course. Course requirements are met under the supervision of a faculty member who is approved to teach the course.

Extended Study

Extended Study provides a means for students to earn one (1) semester hour in addition to existing credit value for a course. The course prefix, number and title are the same as the course listed

in the Bulletin. Extended Study requirements are met under the supervision of a faculty member who teaches the course.

Upper Division Registration

Regis College and traditional nursing freshmen and sophomores are permitted to take upper division courses only if they have completed the prerequisites and if they have obtained the permission of the instructor of the course. Normally, that approval is given by obtaining the instructor's signature on the registration form prior to submitting the form to Enrollment Services-Registrar. Juniors and seniors must also complete the prerequisites of an upper division course as listed in this Bulletin before enrolling for the course.

Course Audit

Prior to graduation, students desiring to participate in a course for personal enrichment and exploration are permitted to audit a course with written permission from the Associate Dean (Regis College Programs) or designated administrative staff/Program Director (the School for Professional Studies and the Rueckert-Hartman School for Health Professions programs, respectively). Students are expected to participate in the course by maintaining normal attendance and completing course assignments, but are exempt from assigned tests. Students receive an "AU" grade with no credit earned and are charged the regular tuition rate. Some programs do not permit auditing.

Students should contact the appropriate program for information and permission regarding the audit option. Exercising the audit option must be completed by the add/drop deadline.

Course Repeatability

Except under the grade improvement option, courses should not be repeated. Although advisors check for this error, it is ultimately the responsibility of the student to assure that courses are not repeated. Should a course be erroneously repeated, the last entry is the only one for which credit hours are earned and grade points are calculated in the grade point average. There is no refund of tuition for courses erroneously repeated. If a course is repeated at another institution, it is considered duplicate credit and is not accepted in transfer. The Regis course remains on the student record.

GRADING

University-Wide Course Grading System

The table that follows includes grades, grade points and grade descriptions utilized for all courses at Regis University. When grade descriptions differ for undergraduate and graduate courses, the undergraduate grade description is listed first with the graduate grade description following the "/."

Grade	Grade Points	Description (Undergraduate/Graduate)
A	4.00	Outstanding scholarship
A-	3.67	
B+	3.33	
B	3.00	Superior work / Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory / Unsatisfactory
C-	1.67	
D+	1.33	
D	1.00	Unsatisfactory
D-	0.67	
F	0.00	Failure (no credit)
P	*	Pass (grade of "C" or higher / grade of "B" or higher)
N	*	No Pass (no credit)
AU	*	Audit (no credit)
W	*	Withdrawal
I / -	*	Incomplete — the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade submitted by the incomplete deadline for the course.
IP/N	*	In Progress No Pass (No Credit)
IP/F	*	In Progress Failure (No Credit)
Y	*	Instructor did not submit grades by deadline.

* Where no grade points are indicated, the grade does not calculate into the grade point average.

Pass/No Pass Grades

Pass/No Pass grading is available for courses with regular grading for Regis College undergraduate students, Rueckert-Hartman School for Health Professions traditional option nursing students, and some School for Professional Studies courses. In some graduate programs, selected courses permit P/NP grading. **All Veterans must contact the certifying official in Enrollment Services-Registrar before registering for a course on a Pass/No Pass basis.**

Regis College and traditional nursing students only:

- The Pass/No Pass option is available to undergraduate students who have completed thirty (30) hours of graded course work. Transfer students must have completed twenty (20) hours of graded course work at Regis before they may exercise the P/NP option. Students on academic probation are not encouraged to take courses (with the exception of remedial courses) on a P/NP basis, but may do so with the approval of the appropriate Dean.
- The P/NP option may be exercised for only one (1) course each semester and the total number of hours that may be taken on a P/NP basis for credit at Regis is limited to eighteen (18) semester hours.
- The P/NP option may be exercised for only two (2) courses of the Core studies requirements. Also, the option cannot be used for courses in the area of the major or minor, except for experiential courses, such as field experience, approved by the individual departments or divisions and for student teaching courses in the Education Department.
- If a student changes his or her major and has already taken a required lower division course in the new major area on a P/NP basis, the course meets the requirement. Upper division courses are evaluated by the department or division as to whether or not the course(s) should be accepted.
- To register for a course on the P/NP basis, the student must obtain a special form from Enrollment Services-Registrar and return it, properly completed, no later than the last day of the add/drop period for the semester. This required form is in addition to the regular registration forms. After the add/drop period, a student cannot request a grading change for the course.
- The minimum passing level for undergraduate courses taken on a P/NP basis is a "C." The student receives appropriate hours of credit toward graduation for a "P" grade, but that grade is not calculated in the grade point average. The student does not earn credit hours for an "N" grade, nor is that grade calculated in the grade point average.
- Students enrolled in experiential courses under the P/NP option, (e.g., field experience course in Accounting, Business Administration, Economics, Psychology or Sociology, etc., and student teaching courses in Education), are eligible for the Dean's List provided they are enrolled for a total of fifteen (15) or more hours, of which twelve (12) are graded hours.

Grade of Incomplete

A grade of Incomplete or "I" denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death, or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade (i.e., I/D, I/F).

A student must submit a written request (or school form) to the instructor that an incomplete grade be assigned. The length of time and the remaining requirements to complete the course are determined by the instructor; however, the maximum length of time for completion is the end of the following semester. Summer semester does not apply to Regis College/Traditional Nursing students. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade.

If course work is not completed by the end of the next applicable semester and a grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average. Some programs have restrictions on alternate grade assignment, so students should refer to the appropriate program or department section of the Bulletin for specific information.

Due to rare circumstances, a student may request, in writing, that an extension of the incomplete grade be granted. The extension must be approved by the Academic Dean or his/her designee for the respective program/school.

Consequences of an Incomplete Grade

- Teacher Licensure/Certification or any graduation completion postings cannot be recorded on the academic transcript until incomplete grades are changed and a set grade point average is calculated.
- Army regulations require students receiving Tuition Assistance to complete course work within sixty (60) days of when the incomplete is assigned. Some corporations may not reimburse tuition monies if the grade of incomplete is assigned.
- Students already on academic probation who receive an incomplete grade will be continued on probation.
- Students who are on financial aid and receive an incomplete grade will be subject to review and may be placed on Financial Aid suspension.

Grade of "In Progress"

In Progress "IP" grades may be assigned to students in a graduate-level capstone project/thesis course where it may be appropriate for a student to take longer than the academic period provided for assignment completion. If the course instructor agrees that the student should be given additional time, an "IP" grade may be assigned. The student can be granted a period of up to twenty-

four (24) months to complete the required assignments. The grade recorded on the student's record is "IP/F" or "IP/N" depending on whether the grade for the course is a letter or Pass/No Pass grade. If the student does not complete the assignment within the twenty-four (24) month period the "IP" grade reverts to the alternate "F" or "NP" grade. The decision on the completion deadline is determined by the instructor in consultation with the student; however, the final decision is made by the instructor. Some graduate degree programs may have a more restrictive time frame on maximum completion time for an In Progress grade. More specific policies may appear in the appropriate school section of this *Bulletin*.

The student is not officially registered during the period of the In Progress unless the student is officially enrolled in other courses; and, therefore, may not be eligible for financial aid or other benefits during the In Progress period.

"IP" grades will only be assigned for the graduate-level capstone courses where a project or a thesis is the primary output of the course. In Progress is not appropriate for other courses where there is a definitive end date. In those cases the appropriate grade is Incomplete.

Repeat Grade Improvement Option

Students have the option of improving a grade earned in a course at Regis University by repeating the same course at Regis. The following guidelines apply:

- Regardless of whether the repeat grade is higher or lower than the original grade, the last grade earned is the grade for which credit is awarded and grade points are calculated in the grade point average. All previous grades are replaced with an (R) notation and the hours are recorded as zero (0.00) with a repeat notation indicating that the course has been retaken.
- Courses taken for grade improvement must be taken with the same grading option (i.e., letter grading versus Pass/No Pass) when repeated.
- If a student withdraws from a course being taken for a repeat grade the original grade remains on the transcript and a grade of "W" is posted to the transcript for the second course.
- The Repeat Grade Improvement Option applies only to grades earned from Regis from the Fall semester of 1972 to the present.

The Repeat Grade Improvement Option may be exercised only while the course requested for repeat remains active in the University's curriculum. Substitutions of similar or revised courses for the original course are not allowed. Upon graduation, the record is sealed and the Repeat Grade Improvement Option is no longer available for that educational intent.

Appeals of Disputed Grades

Students should refer to the appropriate college/school section for policies and procedures governing grade appeals.

Change of Recorded Grade

No final grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F or W submitted to Enrollment Services-Registrar is changed unless the change has received the written approval of the appropriate Academic Dean or his or her designee. Forms that allow the instructor to explain why a change is necessary are available to the instructor in Enrollment Services-Registrar. Once this form has been completed by the instructor, the form is submitted to the office of the appropriate Academic Dean or designee for approval. As of January 1, 1983, no grade may be changed after it has been on the permanent record for one calendar year. This does not include courses retaken for repeat grade improvement. It is expected that great care and attention is given in the awarding of grades so that the need for change is minimal. It is also expected that no instructor give a grade of "I" (Incomplete) unless unforeseen circumstances make it necessary.

Grade Reports

Only final grades are official and entered on the student's permanent record. Official grade reports for students enrolled in Regis College are mailed out at the end of each academic period. Beginning Fall 2003 official grade reports are not mailed to students enrolled in the School for Professional Studies and the Rueckert-Hartman School for Health Professions.

Grades for all current students are available online through the WebAdvisor link at www.regis.edu. Additionally, students may request an official grade report via phone, fax, e-mail or online. All official grade reports are mailed to the students' permanent address. Midsemester grades, if applicable, are mailed to both the local and permanent addresses. Regis College undergraduate students may elect to have grade reports mailed to an alternate address by completing the appropriate form, available in Enrollment Services-Registrar.

Under federal legislation, (the Family Educational Rights and Privacy Act of 1974, as amended), grades may be released to parents or other parties only with the student's written authorization, unless the parent claims the student as a dependent for federal income tax purposes and provides appropriate documentation. Release authorization forms are available in Enrollment Services-Registrar or online at www.regis.edu/student_resources/registrar/FERPA.

Calculation of Grade Point Average (GPA)

Only grades and credits earned at Regis University are used to calculate the student's grade point average. The grade point average is calculated by dividing the total number of grade points earned by the total number of attempted credits. Grade points earned are calculated by multiplying the number of credits for a course by the grade points associated with the grade received. Appropriate grade points for each grade awarded by the University appear in this section of the Bulletin under the University-Wide Course Grading System heading. When no grade points are indicated, the grade and the credits do not calculate into the grade point average.

STUDENT RECORDS

Confidentiality of Student Records

Regis University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, (hereafter the "Act") the following student rights are covered by the Act and afforded to all eligible students at Regis University:

- The right to inspect and review information contained in the student's educational records.
- The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading or otherwise in violation of the student's privacy or other rights and the right to have a hearing concerning such amendment request.
- The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records.
- The right to secure a copy of the University's policy.
- The right to file complaints with the U.S. Department of Education concerning alleged failures by Regis University to comply with the provisions of the Act.

Each of these rights, with any limitations or exceptions, is explained in the University's policy statement, a copy of which may be obtained in Enrollment Services-Registrar or online. The point of contact within the University for the exercise of all rights and the access to all information concerning student rights under the Act is Enrollment Services-Registrar. This specifically includes, but is not limited to, the procedure for amending a student's educational record, the procedure for filing a complaint to determine accuracy of a student's educational record, the procedure for filing a complaint with the U.S. Department of Education, and the policy for determining which individuals within the University are "school officials" and what constitutes a "legitimate educational interest."

The University may provide Directory Information in accordance with the provisions of the Act without the written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released to any person for any purpose at the discretion of Regis University, unless a written request for nondisclosure is on file:

- Name, address, telephone number, e-mail address, dates of attendance, class.
- Previous institution(s) attended, major/minor field of study, awards, honors, degree(s) conferred.
- Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight), and their date and place of birth.

Current eligible students may prohibit general disclosure of this Directory Information by notifying Enrollment Services-Registrar in writing. Situations involving nonrelease of Directory Information that are deemed as "extraordinary" by the student should be brought to the attention of the University Registrar. Regis University honors the request for one (1) calendar year only; therefore, the student must file the request on an annual basis. The student should carefully consider the consequences of any decision to withhold any category of Directory Information. Regardless of the effect upon a student, Regis University assumes no liability that may arise out of its compliance with a request that such information be withheld. It is assumed that the failure on the part of the student to request the withholding of Directory Information indicates the student's consent to disclosure.

Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to Enrollment Services-Registrar.

General information and forms pertaining to FERPA may be found online at www.regis.edu/student_resources/registrar.

Student Name Change

Regis University maintains an educational record for each student who is or has been enrolled at the University. These records are maintained under the name submitted to the University on the Application for Admission.

Any student desiring to change his/her name on educational records must submit a Change of Name Affidavit. These forms are available in Enrollment Services-Registrar or online at www.regis.edu/student_resources/registrar and must be notarized unless the request is made in person and photo identification is presented to a Regis University staff member.

Transcript Requests

Transcripts of credit are available free of charge at Enrollment Services-Registrar. A 24-hour Transcript Information Line is available. Students may call (303) 458-4394 to obtain detailed information regarding ordering transcripts. Additionally, transcript ordering information/forms is available on the Regis University Website at www.regis.edu.

Policies and procedures governing the issuance of transcripts are as follows:

- Financial obligations to the University must be satisfied.
- As required by the Family Educational Rights and Privacy Act of 1974, as amended, requests for transcripts must include the student's signature for release of this confidential information. Transcript requests by telephone or e-mail are not accepted.

Current Students

If you are a current student, unofficial copies of transcripts may be viewed or downloaded from WebAdvisor accessed via www.regis.edu.

Academic Status Notations

Students in good standing have either no academic status notation on their transcript, or an academic status of "Probation Removed", and are eligible to continue, return or transfer elsewhere. A student with an academic status of probation ("Admitted on Probation," "Probation New," "Probation Continued"), suspension ("Academic Suspension"), or dismissal ("Academic Dismissal"), has the appropriate notation recorded on the transcript. A student may continue or return when in a probationary academic status, but a suspended student is not eligible to return for one calendar year. A student who is dismissed from the University is not eligible to return. All transcript notations are recorded within the appropriate semester from approximately 1950 to present. See school section for detailed information on academic status.

Disciplinary Status Notations

Additionally, "Disciplinary Suspension" and "Disciplinary Expulsion" are recorded on the academic transcript within the appropriate semester. Students may petition to remove "Disciplinary Suspension" from the transcript by appealing to the Vice President for Mission and Student Development. Notification of "Disciplinary Expulsion" appears on the transcript for five (5) years. Following that period, a student may petition the University to have this notation removed from the transcript. A student who is expelled from the University is not eligible to return.

Academic Dishonesty Policy

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the programs, areas, departments or divisions (hereafter referred to as departments) of the University for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one's own the ideas, words or products of another). Such sanctions may include a failing grade on the assignment, failure of the course or expulsion of the student from the course or the department, and they are decided upon and imposed by the department after consideration of the evidence.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University. Detailed regulations on Standards of Conduct are available in the Student Handbook which covers all University students. Some programs/schools may have more specific policies and procedures for Academic Dishonesty. These policies and procedures appear in the appropriate section of this Bulletin or in the program/school handbook.

GRADUATION REQUIREMENTS

Governing Bulletin

Undergraduate: Regis College

Undergraduate students must adhere to the Core Studies requirements published in the Bulletin in the year in which they entered. Graduating students must also meet the major(s) and minor(s) requirements as stated in the Bulletin in effect when the major(s) and minor(s) were declared and approved. Undergraduate Regis College students who do not complete a Leave of Absence Form—or if the form has expired (after two semesters) and they return to Regis College—must meet the current Core and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean.

Undergraduate: Rueckert-Hartman School for Health Professions and School for Professional Studies

Undergraduate students with current signed Degree Plans adhere to Core Studies and major/minor requirements as defined in the Degree Plan.

Graduate: All Schools

Graduate students with current signed Degree Plans adhere to degree requirements as defined in the degree plan.

Definition of a Major

The major consists of a minimum of eighteen (18) upper division hours (courses numbered 400 and above), with grades of "C-" or better required in one subject area.

Most major areas require additional lower division course work and/or additional upper division course work beyond the minimum of eighteen (18).

See requirements for specific majors in each school.

Major Declaration

By the end of the sophomore year, each Regis College undergraduate student must select a major area. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education, and the natural sciences require careful planning in order to meet all requirements in four (4) years. For Regis College undergraduate students, lower division requirements must be satisfied prior to submitting a Major Declaration Form to the department for approval. Major Declaration Forms may be obtained from the Regis College Dean's Office and must be filed with the appropriate department.

The major indicated on the Application for Admission Form and the subsequent Degree Plan serve as the declaration of a major for all other Regis University programs.

Double Major

To earn a double major, all requirements for both majors must be met (including a minor if either major has a required minor in a specific area). A written and/or comprehensive examination may be required in the majors selected. When both majors are offered within the same degree (e.g., Bachelor of Arts), that degree is awarded. When a double major consists of one major from the Bachelor of Arts and one major from the Bachelor of Science, a single degree—the Bachelor of Arts and Science—is awarded. When one of the majors is offered with the Bachelor of Science in Nursing degree (BSN), only the BSN degree is awarded. In all cases, both majors are recorded on the diploma and the transcript.

The student seeking a Bachelor of Arts, Bachelor of Science, or Bachelor of Arts and Science degree must select one of the majors as the first or primary major. The student seeking any other degree must select the major offered within the degree as the primary major. If the two majors are offered by different programs or college/schools, the Academic Dean of each must approve the request for the double major and assign an advisor. Each Dean or designee is responsible for written notification to the University Registrar, the appropriate Program Director, and the student of the action taken.

BACCALAUREATE DEGREE REQUIREMENTS

Academic Requirements

No course in which the candidate received less than a grade of "D-" is acceptable credit for the Core Studies requirements. However, if a particular Core Studies course is also being used to meet departmental or major/minor requirements, the minimal acceptable grade for the course may be higher depending upon the program and whether the course is meeting lower or upper division requirements. Students should refer to the appropriate program or department section of the Bulletin for specific grade requirement information.

In addition to the completion of the academic requirements in Core Studies, major/minor requirements, the following are also required of each degree candidate:

- Students must complete 128 semester hours of academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000.
- Of the 128 semester hours required for graduation, Regis College undergraduate students must complete thirty-six (36) semester hours at the upper division level, School for Professional Studies undergraduate students must complete thirty (30) semester hours at the upper division level.
- No course in which the candidate received less than a grade of "D-" is acceptable credit toward fulfillment of degree requirements.
- All undergraduate students are required to complete a minimum of thirty (30) semester hours at Regis University.

- Regis College undergraduate students are expected to complete their final thirty (30) semester hours prior to graduation at Regis University.
- Student must complete a major, consisting of a minimum of eighteen (18) hours of upper division course work in one subject area unless an interdivisional or flexible major is involved. A major is intended to provide organization, intensive work, and a comprehensive understanding of one field of knowledge.
- A minor is optional in Regis College and in the School for Professional Studies except for majors that require a specific minor. A minor area is not required in the Rueckert-Hartman School for Health Professions undergraduate nursing program. If a minor is chosen, the minor area is selected in consultation with the major advisor and consists of a minimum of twelve (12) upper division hours in one subject area. Some minor areas may require additional lower division credit hours and/or additional upper division credit hours beyond the minimum of twelve (12). The minor should support the development of the major and aid the student in reaching his or her ultimate educational objective.
- No course in which the candidate received less than a grade of "C-" is acceptable credit for meeting upper division major or minor requirements. Some programs or departments require a grade of "C-" or better in the lower division requirements in the major.
- A transfer student must complete a minimum of half of the upper division hours in the major area and half of the upper division hours in the minor area at Regis University. (Exceptions to this policy are noted under "Departmental Regulations" in the departmental sections of this Bulletin.)
- Any course taken toward fulfillment of major requirements may also count toward fulfillment of the Core Studies requirements. A single course cannot, however, satisfy two (2) Core Studies requirements.
- Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:

In the event that the upper division requirements for a major exceed eighteen (18) upper division hours, those excess hours may also be applied to another major or minor.

In the event that the upper division requirements for a minor exceed twelve (12) upper division hours, those excess hours may also be applied to another major or minor.

Courses that satisfy lower division prerequisites for more than one major or minor may be double counted.

- The successful passing of a written and/or oral comprehensive examination in the major field may be required by the academic department. The senior student who declares a double major must be prepared to take a comprehensive examination in both majors. The senior student with an interdivisional or flexible major may elect to take his or her comprehensive examination in any area in which he or she has accumulated twelve (12) or more upper division hours. The scope of the material to be covered in these examinations, including departmental reading lists, is assigned by the department chairperson or director. The examination dates, places and times are posted well in advance.

Concurrent Baccalaureate Degrees

Occasionally, students are interested in earning two concurrent baccalaureate degrees at Regis University. The student must select one of the degrees as the first or primary degree. After admission to the primary program, the student must submit a written request for admission to the Academic Dean of the second program. If the Dean approves the admission, that Dean is responsible for notifying the Dean of the primary degree program, the University Registrar, and the student. Generally, the student completes the Core Studies requirements for the primary degree. If the second degree is offered from a college/school other than that offering the primary degree, the Academic Dean of the second college/school may require additional course work to meet Core Studies requirements.

Major requirements for both degrees must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be transferred to Regis upon entrance. All prerequisites and lower division requirements for the chosen majors and/or minors must be satisfied. Generally, courses utilized to meet upper division major requirements of one baccalaureate degree cannot be double counted to meet upper division major hours required for another baccalaureate degree unless the upper division hours are in excess of eighteen (18) hours. If necessary, substitute courses are designated by the appropriate Academic Dean. Each candidate must complete a minimum of thirty (30) hours of residence at Regis for each degree. A minimum of 158 total credit hours is required to earn two degrees concurrently. In all cases, two diplomas are awarded and both degrees are recorded on the transcript.

Additional Baccalaureate Degree

Changes of professional objective or special interests occasionally require attainment of a subsequent degree for individuals who have already completed a baccalaureate degree. Applications for admission to undergraduate study for an additional bachelor's degree must be submitted to the appropriate admissions office.

The previously earned baccalaureate degree must be from a regionally accredited institution. Additional course work in Core Studies requirements, including philosophy and religious studies may be required. Major requirements for the additional degree must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be trans-

ferred to Regis University upon entrance. All prerequisites and lower division requirements for the chosen major and/or minor must be satisfied. Courses utilized to meet upper division major requirements of the previously earned baccalaureate degree cannot be double counted to meet upper division major hours required for an additional baccalaureate degree, unless the upper division hours are in excess of eighteen (18) hours. If necessary, a substitute course is designated. Each candidate must complete a minimum of thirty (30) hours of residence at Regis University subsequent to completion of the previously earned degree.

If the previous degree is from Regis University, the same stipulations apply including the requirement of thirty (30) additional hours of residency at Regis University.

Additional Major

Students who have already received a baccalaureate degree from Regis University and wish to complete an additional major may be readmitted for that purpose. The student must complete all requirements for the additional major. Major requirements formerly completed for a baccalaureate degree from Regis University cannot be double counted to meet the required number of upper division hours of an additional major, unless the upper division hours in the previously earned major exceed eighteen (18) semester hours. Upon completion of the major, the student is awarded a certificate of completion of an additional major. The student's permanent academic record indicates that requirements for the second major have been met.

GRADUATE DEGREE REQUIREMENTS

In addition to the completion of specific degree requirements, the following are also required of each graduate degree candidate:

- Completion of a minimum of thirty (30) semester hours of 600-level or 700-level academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 3.000.
- All graduate students must complete all degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. Some Regis University degree programs may have more restrictive time limits on degree completion.
- All graduate students are required to complete a minimum of 80% of the total semester hours required for a graduate degree (600-level or 700-level course work) at Regis University.
- No course in which the candidate earned less than a grade of "C" (e.g., "C-") is acceptable credit for fulfillment of graduate degree requirements. However, the minimal acceptable grade for course work may be higher depending upon the program. Students should refer to the appropriate program or department section of the Bulletin for specific grade requirement information.
- If a "C" grade is acceptable for courses required for the degree, a maximum of two courses with a grade of "C" may count toward graduation requirements.

- Of the total semester hours required for a graduate degree at Regis University, no more than 20% of the total semester hours required may be comprised of transfer course work or may be comprised of course work included in a previously earned graduate degree from a transfer institution or from Regis University. Additionally, this course work must fulfill specific course requirements for the graduate degree.
- The successful completion of a Master's Project, Master's Thesis or equivalent and/or written or oral comprehensive exams may be required by the degree program.

ACADEMIC CERTIFICATES

Refer to the appropriate school/program for available academic certificates and for completion requirements.

GRADUATION PROCEDURES

Application

The Application for Graduation form must be submitted to the appropriate college/school before eligibility for graduation can be evaluated. Specific application deadlines and the Application for Graduation form are available from individual program offices or online at www.regis.edu.

A Regis cumulative grade point average of 2.000 is required for undergraduates to apply for graduation. A Regis cumulative grade point average of 3.000 is required for graduate students to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation to a subsequent semester.

Degree Award/Transcript Posting

Students graduate within the semester that all requirements are met and documentation of such is received by the appropriate college/school. Incomplete grades, late application for graduation, late receipt of transcripts of transfer credit, late processing of Waiver Substitution forms will result in the degree being awarded in a subsequent semester (the degree is awarded in the semester in which all documentation is received/approved). Regis reserves the right to deny or revoke a degree or other academic credential if obtained by misrepresentation, fraud or by mistake or error.

Degree awards are posted to the Regis University transcript once all documentation of completion is received by Enrollment Services-Registrar from the appropriate college/school.

Once a degree is awarded, the Repeat Grade Improvement Option or the Change of Grade Option is no longer available for that educational intent.

Graduation Honors

Undergraduate

Undergraduate students who have earned 128 or more credit

hours and who have completed all requirements for graduation are eligible for graduation honors.

Undergraduate program students who have completed sixty (60) regular graded semester hours of Regis course work are awarded graduation honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699

Undergraduate program students who have completed between thirty and fifty-nine (30 and 59) regular graded semester hours of Regis course work are awarded academic honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.950 - 4.000
Magna Cum Laude	3.850 - 3.949
Cum Laude	3.750 - 3.849

NOTE: Since graduation honors are based on grade point average, regular graded semester hours and graduation honors are determined only by course work that earn grade points. (See University-wide Course Grading System in this section of the Bulletin for a listing of grades that earn grade points.)

Graduate

Graduate students who have completed masters or doctoral degree requirements with a cumulative grade point average of 3.850 or better for 600-level or 700-level courses are awarded graduate honors.

Graduation honors are reflected on the academic transcript when the degree is posted.

Attendance at Commencement Ceremonies

Attendance at commencement ceremonies is encouraged. The Regis University Registrar is notified of the student's intent to participate in commencement through the Application for Graduation form. Undergraduate students are permitted to march in commencement if they are within fifteen (15) semester hours of completing their degree requirements. Graduate students are permitted to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

Diplomas

Diplomas are mailed to the student upon confirmation of the completion of all degree requirements. However, Diplomas are not released if any financial obligation to Regis University exists.

Regis University Graduation Rates

The Cohort is comprised of students who enrolled as first-time, full-time, certificate or degree-seeking undergraduate students for a given Fall semester. The Graduation rate is calculated by the percentage of cohort students who graduate within six (6) years of entering the University. Regis University four (4) year average Graduation Rates are listed below.

<i>Cohort Year</i>	<i>Graduation Rate</i>
1995	52%
1996	61%
1997	54%
1998	60%

Questions related to Graduation/Completion rates should be directed to:

Enrollment Services-Registrar
Phone: 303-458-4126
Fax: 303-964-5449
Email: Registrar@regis.edu

REGIS UNIVERSITY ACADEMIC CALENDAR - 2005-06 ACADEMIC YEAR

The following is a list of start/end dates for each academic period by calendar type and by program. Academic period parameter dates as well as actual dates that classes begin/end and add/drop end dates for each program are specified.

SEMESTER

Academic Period	Start Date	End Date
Fall 2005	08-29-05	12-18-05
Spring 2006	01-09-06	05-07-06
Summer 2006	05-08-06	08-27-06

TERM	TERM START	TERM END
FALL - 05FSEM	08-29-05	12-18-05
SPRING - 06SSEM	01-16-06	05-07-06
SUMMER - 06MSEM	05-08-06	08-27-06

Programs Included

Doctor of Physical Therapy	Master of Arts in Education	Master of Science Nursing
Regis College Summer Programs	Regis College Traditional Undergraduate	Regis Jesuit High School, Holy Family
Traditional Nursing Undergraduate		

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2005	03-21-05	08-29-05	12-16-05	09-06-05	11-05-05
Spring 2006	10-31-05	01-17-06	05-05-06	01-25-06	03-24-06
Summer 2006	01-30-06	05-08-06	08-25-06	05-16-06	07-14-06

TERM	TERM START	TERM END
FALL - 05FSMG	08-29-05	12-18-05
SPRING - 06SSMG	01-09-06	04-30-06
SUMMER - 06MSMG	05-08-06	08-27-06

Programs Included

Master of Education: Denver	Master of Education: Las Vegas
SPS Undergraduate Program: Denver	Guided Independent Study
Master of Arts: Licensed Professional Counselor	Master of Arts

Period	Registration Start	Classes Begin	Classes End/Withdrawal End	Add/Drop End
Fall 2005	06-13-05	08-29-05	12-18-05	09-06-05
Spring 2006	10-10-05	01-09-06	04-30-06	01-18-06
Summer 2006	02-13-06	05-08-06	08-27-06	05-16-06

13 WEEK

Academic Period	Start Date	End Date
Summer 2006	05-08-06	08-06-06

Programs Included

Doctor of Physical Therapy
Regis College Summer Programs

Period		Registration Start	Term/Classes Begin	Term/Classes End	Add/Drop End	Withdrawal End
Summer 2006	06M13W	01-30-06	05-08-06	08-06-06	05-16-06	07-04-06

10 WEEK

Academic Period	Start Date	End Date
10W1-Fall 2005	07-25-05	10-02-05
10W2-Fall 2005	10-03-05	12-12-05
10W1-Spring 2006	01-02-06	03-12-06
10W2-Spring 2006	03-13-06	05-21-06

Programs Included

Health Services Administration

Master of Science in Health Services Administration

Period		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
10W1-Fall 2005	05F101	05-10-05	07-30-05	09-25-05	08-01-05	09-19-05
10W2-Fall 2005	05F102	05-10-05	10-08-05	12-04-05	10-11-05	11-28-05
10W1-Spring 2006	06S101	10-10-05	01-07-06	03-05-06	01-10-06	02-27-06
10W2-Spring 2006	06S102	10-10-05	03-18-06	05-14-06	03-21-06	05-08-06

8 WEEK

Academic Period	Start Date	End Date
8W1-Fall 2005	08-29-05	10-23-05
8W2-Fall 2005	10-24-05	12-18-05
8W1-Spring 2006	01-09-06	03-05-06
8W2-Spring 2006	03-06-06	04-30-06
8W1-Summer 2006	05-08-06	07-02-06
8W2-Summer 2006	07-03-06	08-27-06

TERM		TERM START	TERM END
Fall 2005	05F8W1	08-29-05	10-23-05
	05F8W2	10-24-05	12-18-05
Spring 2006	06S8W1	01-09-06	03-05-06
	06S8W2	03-06-06	04-30-06
Summer 2006	06M8W1	05-08-06	07-02-06
	06M8W2	07-03-06	08-27-06

Programs Included

SPS Undergraduate Program: Colorado Springs, Denver, Las Vegas

SPS On-Line and Guided Independent Study

Master of Education: Las Vegas

Master of Arts: Las Vegas

Master of Business Administration: Denver

Master of Nonprofit Management

Master of Science in Computer Information Systems

Master of Science in Management

Master of Education: Denver

Master of Arts: Denver

Master of Arts: Licensed Professional Counselor

Master of Business Administration: Las Vegas

Master of Nonprofit Management: Pastoral Ministries

Master of Science in International Management

Period		Registration Start	Classes Begin	Classes End/Withdrawal End	Add/Drop End
8W1-Fall 2005	05F8W1	06-13-05	08-29-05	10-23-05	09-06-05
8W2-Fall 2005	05F8W2	06-13-05	10-24-05	12-18-05	11-01-05
8W1-Spring 2006	06S8W1	10-10-05	01-09-06	03-05-06	01-18-06
8W2-Spring 2006	06S8W2	10-10-05	03-06-06	04-30-06	03-14-06
8W1-Summer 2006	06M8W1	02-13-06	05-08-06	07-02-06	05-16-06
8W2-Summer 2006	06M8W2	02-13-06	07-03-06	08-27-06	07-12-06

8 WEEK (Cont'd.)**RHSHP Programs:**

Accelerated Nursing

Master of Science in Health Services Administration On-Line

Health Services Administration

Master of Science in Clinical Leadership for Physician Assistants

Doctor of Physical Therapy Transition

Master of Science Nursing

RN-to-BSN Degree Completion

Period		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
8W1-Fall 2005	05F8W1	06-13-05	08-29-05	10-23-05	09-06-05	09-26-05
8W2-Fall 2005	05F8W2	06-13-05	10-24-05	12-18-05	11-01-05	11-21-05
8W1-Spring 2006	06S8W1	10-10-05	01-09-06	03-05-06	01-18-06	02-06-06
8W2-Spring 2006	06S8W2	10-10-05	03-06-06	04-30-06	03-14-06	04-03-06
8W1-Summer 2006	06M8W1	02-13-06	05-08-06	07-02-06	05-16-06	06-05-06
8W2-Summer 2006	06M8W2	02-13-06	07-03-06	08-27-06	07-12-06	07-31-06

TERM		TERM START	TERM END
Fall 2005	05F81T	08-29-05	10-23-05
	05F82T	10-24-05	12-18-05
Spring 2006	06S81T	01-09-06	03-05-06
	06S82T	03-06-06	04-30-06
Summer 2006	06M81T	05-08-06	07-02-06
	06M82T	07-03-06	08-27-06

Programs Included

Master of Business Administration

External

Period		Registration Start	Classes Begin	Classes End/Withdrawal End	Add/Drop End
8W1-Fall 2005	05F81T	06-13-05	08-29-05	10-23-05	09-06-05
8W2-Fall 2005	05F82T	06-13-05	10-24-05	12-18-05	11-01-05
8W1-Spring 2006	06S81T	10-10-05	01-09-06	03-05-06	01-18-06
8W2-Spring 2006	06S82T	10-10-05	03-06-06	04-30-06	03-14-06
8W1-Summer 2006	06M81T	02-13-06	05-08-06	07-02-06	05-16-06
8W2-Summer 2006	06M82T	02-13-06	07-03-06	08-27-06	07-12-06

5 WEEK

Academic Period	Start Date	End Date
5W1-Fall 2005	08-29-05	10-02-05
5W2-Fall 2005	10-03-05	11-06-05
5W3-Fall 2005	11-07-05	12-11-05
5W1-Spring 2006	01-09-06	02-12-06
5W2-Spring 2006	02-13-06	03-19-06
5W3-Spring 2006	03-20-06	04-23-06
5W1-Summer 2006	05-08-06	06-11-06
5W2-Summer 2006	06-12-06	07-16-06
5W3-Summer 2006	07-17-06	08-20-06

Programs Included

Traditional Nursing: Worksite

Accelerated Nursing

SPS Undergraduate Program: Colorado Springs, Denver, Las Vegas

5 WEEK (Cont'd.)

Period		Registration Start	Classes Begin	Withdrawal End Classes End	SPS Add/Drop End	Accelerated Nursing Withdrawal End
5W1-Fall 2005	05F5W1	06-13-05	08-29-05	10-02-05	09-06-05	09-19-05
5W2-Fall 2005	05F5W2	06-13-05	10-03-05	11-06-05	10-11-05	10-24-05
5W3-Fall 2005	05F5W3	06-13-05	11-07-05	12-11-05	11-15-05	11-28-05
5W1-Spring 2006	06S5W1	10-10-05	01-09-06	02-12-06	01-18-06	01-30-06
5W2-Spring 2006	06S5W2	10-10-05	02-13-06	03-19-06	02-21-06	03-06-06
5W3-Spring 2006	06S5W3	10-10-05	03-20-06	04-23-06	03-28-06	04-10-06
5W1-Summer 2006	06M5W1	02-13-06	05-08-06	06-11-06	05-16-06	05-29-06
5W2-Summer 2006	06M5W2	02-13-06	06-12-06	07-16-06	06-20-06	07-03-06
5W3-Summer 2006	06M5W3	02-13-06	07-17-06	08-20-06	07-25-06	08-07-06

VARIABLE TERMS*

PARAMETER DATES FOR VARIABLE TERMS

Fall 2005	05FAV	08-29-05	12-18-05
Spring 2006	06SPV	01-09-06	05-07-06
Summer 2006	06SUV	05-08-06	08-27-06

Catholic Biblical School

Term		Registration Start
Fall 2005	05FAV	06-13-05
Fall 2005	05FAV	06-13-05
Spring 2006	06SPV	10-10-05

Master of Science in Health Services Administration *

Master of Science in Clinical Leadership for Physician Assistants *

Term		Registration Start
Summer 2006	06SUV	02-13-06
		02-13-06

Accelerated Nursing *

Health Services Administration *

Master of Science in Nursing *

Term		Registration Start
Fall 2005	05FAV	06-13-05
Spring 2006	06SPV	10-10-05
Summer 2006	06SUV	02-13-06

Master of Arts in Education *

Term		Registration Start
Fall 2005	05FAV	06-13-05
Spring 2006	06SPV	10-10-05
Summer 2006	06SUV	02-13-06

VARIABLE TERMS (Cont'd.)

Regis College Summer School *

Term		Registration Start	Classes Begin	Classes End
Spring 2006	06SPV	10-31-05	01-03-06**	01-13-06
Summer 2006	06SUV	01-30-06	05-08-06	05-12-06
			05-08-06	06-12-06
			05-15-06	05-26-06
			05-15-06	06-02-06
			06-05-06	06-23-06
			05-08-06	08-25-06

All SPS Graduate Programs *

All SPS Undergraduate Programs *

Term		Registration Start
Fall 2005	05FAV	06-13-05
Spring 2006	06SPV	10-10-05
Summer 2006	06SUV	02-13-06

* Variable terms are created as requested.

** Regis University will be closed on Monday, January 2, 2006. Therefore, the Winter Interim Session will begin on Tuesday, January 3, 2006.

REGIS COLLEGE

REGIS COLLEGE

REGIS COLLEGE UNDERGRADUATE PROGRAM

INTRODUCTION

Regis College of Regis University offers a wide range of programs in the liberal arts, the sciences, education and business. Founded in 1877 by the Society of Jesus, the College is firmly rooted in a 450-year old tradition of academic excellence and value-centered education. A main focus of the mission of the College is to educate men and women of all ages to take leadership roles and to make a positive impact in a changing society. The College primarily serves traditionally-aged undergraduate students who may choose from 24 structured areas of study or who may design their own program through the interdisciplinary and thematic major plans. A low student/faculty ratio permits small classes and learning formats that encourage critical thinking, thoughtful discussion and well-developed communication skills.

UNDERGRADUATE DEGREE OFFERINGS

OFFICE: Office of Admissions
Regis University
Mail Code: A-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4900
1-800-388-2366, ext. 4900
(303) 964-5534 fax
www.regis.edu/admissions

BACHELOR OF ARTS

Majors:

Art History
Biology
Communication
English
Environmental Studies
Fine Arts: Visual Arts
French
History
Philosophy
Politics
Religious Studies
Sociology
Spanish
Women's Studies

BACHELOR OF SCIENCE

Majors:

Accounting
Biology
Biochemistry
Business Administration
Chemistry
Computer Science
Economics
Environmental Science
Mathematics
Neuroscience
Political Economy
Psychology

BACHELOR OF ARTS AND SCIENCE

This degree consists of a major from the Bachelor of Arts and a major from the Bachelor of Science majors list. All requirements for both majors must be met in order for this degree to be awarded.

CLASSICAL BACHELOR OF ARTS

In the Jesuit system of education, twelve (12) upper division semester hours of Latin plus twelve (12) upper division semester hours of Greek or a modern language are required to qualify for the Classical Bachelor of Arts. The degree is offered with majors in English, French, history, philosophy, politics, sociology and Spanish. Courses in classical language are offered if the need arises and the demand is sufficient.

SPECIAL MAJORS

The following major alternatives are available for students completing Bachelor of Science or Bachelor of Arts degrees.

Double Major

To earn a double major, all requirements for both majors must be met. A written and/or comprehensive examination may be required in the majors selected.

Interdivisional Major

Some students may wish to select an interdivisional major to satisfy pre-professional requirements or special interests. Selection of the major should be made only after consultation with the Associate Dean for Regis College. The interdivisional major is composed of forty-two (42) upper division semester hours completed in four different discipline areas, all requiring grades of "C-" or better. The maximum number of hours in one subject (discipline) that can be used toward the forty-two (42) is fifteen (15); the minimum is six (6).

Applications for an interdivisional major may be obtained from the Regis College Dean's Office and should be filed during the second semester of the sophomore year. All majors and minors listed in the Degree Offerings section may be used for an interdivisional major.

With this major, the student may select the discipline area he/she wishes to use as the lead or principal area, as long as at least twelve (12) or more upper division hours are accumulated. Whether or not a comprehensive examination is required is determined by the academic department represented by the lead area. The degree to be granted (BA or BS) is also determined by the selected lead area in the interdivisional major.

Thematic Major

A thematic major is a self-designed, individualized program of study built around a theme or topic for which there is no formally established program at Regis College. The thematic major is composed of a minimum of twenty-four (24) upper division semester hours. The thematic major may be declared if there are sufficient courses available among the offerings of the University as a whole or a nearly sufficient number of courses augmented by a small number of independent study courses taken under appropriate faculty direction and/or by a small number of courses taken at other institutions. However, a minimum of half of the upper division hours in a thematic major area must be completed at Regis.

The Committee on Extraordinary Studies, which is composed of faculty drawn from the Regis College Undergraduate Program, is designed to advise and guide a student in construction and pursuit of a thematic major. Interested students should contact the chair of the committee by referral from the Regis College Dean's Office.

MINOR AREAS

The completion of a minor area is optional except for majors that require a specific minor. The minor area consists of twelve (12) upper division semester hours in which all grades earned must be "C-" or better and with an overall GPA of 2.000. Departments and programs may specify courses required for the minor. Courses that are not specified for a minor are selected in consultation with the major advisor. The minor area should lend support to the development of the major and the ultimate objective of the student.

The following minor areas are available:

- Accounting
- Biology
- Business Administration
- Catholic Studies
- Chemistry
- Christian Leadership
- Communication
- Computer Science
- Criminology
- Cultural Anthropology
- Economics
- Education

- Elementary Education
- English
- Environmental Studies
- Exercise Science
- French
- German
- Hispanic Studies
- History
- Leadership Studies
- Linguistically Diverse Education
- Literature
- Mathematics
- Music
- Neuroscience
- Peace and Justice Studies
- Philosophy
- Physical Education
- Physical Education: Coaching
- Physics
- Political Economy
- Politics
- Psychology
- Religious Studies
- Secondary Education
- Sociology
- Spanish
- Special Education
- Women's Studies
- Writing

Thematic Minor

The thematic minor consists of twelve (12) upper division semester hours built around a theme or topic for which there is no formally established minor at Regis College. Interested students should contact the Regis College Dean's Office for additional information.

Double Minors

To earn a double minor, all requirements for both minors must be met. A minimum of twelve semester hours of 400-level course work must be completed in each minor area.

DIVISIONS/DEPARTMENTS

The names following the areas of academic study below are the Division Director, Department Chairs and Area Coordinators for the 2005-2006 academic year.

DIVISION OF BUSINESS

(Accounting, Business Administration, Economics)

Catharyn A. Baird, J.D., Director

DEPARTMENTS

Biology: Joan L. Betz, Ph.D.
 Chemistry: Surrendra Mahapatro, Ph.D.
 Communication: Janellen Hill, Ph.D.
 Computer Science: Dennis R. Steele, Ph.D.
 Education: Kathleen Nutting, Ed.D.
 English Language and Literature: Eleanor L. Swanson, Ph.D.
 Department of Fine and Performing Arts: William Sutton, M.F.A.
 History and Politics: James B. Guyer, S.J., M.A.
 Mathematics: Linda L. Duchrow, Ph.D.
 Modern and Classical Languages and Literature:
 Deborah B. Gaensbauer, Ph.D.
 Philosophy: Ted S. Zenzinger, Ph.D.
 Physics and Astronomy: Norbert A. Roughton, Ph.D.
 Psychology: Gary W. Guyot, Ph.D.
 Religious Studies: John F. Kane, Ph.D.
 Sociology: James G. Roth, Ph.D.

SPECIALIZED AREAS OF STUDY/SERVICE

Catholic Studies: Thomas B. Leininger, Ph.D., Director
 Core Studies: Paul D. Ewald, Ph.D., Interim
 Criminology: James G. Roth, Ph.D., Director
 Environmental Studies: Kimberly A. Waldron, Ph.D., Director
 Experiential Education: Lynne K. Montrose, M.A.
 Forensics: John Foy, Director
 Freshman Commitment Program:
 Victoria A. McCabe, Ph.D., Director
 Honors Program: Thomas Bowie, Ph.D., Director
 Neuroscience: Eugene R. Delay, Ph.D., Director
 Paracurricular Program: Thomas E. Reynolds, Ph.D., Director
 Peace and Justice Studies: Byron Plumley, Ph.D., Director
 Physical Education: Nan Williams, M.A., Director
 Pre-Law Advising: James L. Riley, Ph.D.
 Pre-Med/Pre-Health Advising: Joan Betz, Ph.D.
 Service Learning: Melissa Nix, Program Assistant
 Student Academic Services: Roger D. Martin, Ph.D.
 Women's Studies: Lisa Garza, Ph.D., Director
 Writing Center: David M. Hicks, Ph.D., Director
 Writing Program: David M. Hicks, Ph.D., Director

EXTRAORDINARY ACADEMIC PROGRAMS**HONORS PROGRAM**

The Honors Program is available to self-motivated, conscientious Regis College students who wish to complete an alternate pathway through the Core curriculum and be distinguished as an honors graduate. Honors students form a vibrant community of young scholars who are committed to making the most out of their time at college. Honors students are natural leaders across the campus community, tend to thrive on challenges, and enjoy working together to realize their full intellectual potential. Additionally, honors students are eager to integrate their intellectual lives into their personal, community, and world experiences.

Honors Program students enjoy an integrated sequence of Core Seminars designed especially for them by faculty across the college. This team-taught curriculum stresses interdisciplinary study, small group interaction, and individual student initiative. A variety of "honors only" sections of standard Core courses invite students to explore material in greater breadth or depth, probing connections within and among disciplines. By taking an alternative pathway through the standard Core curriculum, the Honors Program provides an exciting way to integrate the broader education provided by a liberal arts college.

The Honors Program is competitive and normally limited to thirty (30) students per year. To be distinguished as an honors student at graduation, a student must maintain a 3.500 cumulative grade point average and complete at least twenty-seven (27) semester hours of dedicated honors courses. Students interested in joining the Honors Program should contact the Director of the Honors Program.

DEPARTMENTAL HONORS

Departmental honors programs are available to Regis College undergraduate program students in Biochemistry, Biology, Chemistry, English, Neuroscience, and Psychology. Students should contact the appropriate Department Chair for information. Departmental honors requirements are listed with the appropriate departmental major information in the Bulletin.

WRITING PROGRAM

Writing is an essential part of life-long learning and is an important part of all academic disciplines. At Regis, the teaching of writing is the shared responsibility of all faculty because writing is viewed as a skill that is honed across the curriculum. Writing is also a way for students to test and shape ideas and to develop critical thinking abilities. Students write on diverse subjects in all their classes.

In order to support the writing of faculty, staff, and students in the College, the Writing Program was established in 1987. The program administers the Writing Center, where peer tutors work one-on-one with writers from brainstorming for ideas to polishing final drafts. The program also offers workshops on a variety of topics to faculty and students. Additionally, it offers support for the writing component of the College Core Seminars. Each spring, the program publishes *Reflections*, a literary magazine that includes works by University students, faculty and staff, and the handbook for Freshman seminars.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

Undergraduate students intending careers as physicians, dentists, or other health professional will find appropriate academic preparation and supportive student colleagues. Medical and dental schools are placing increased emphasis on a broad liberal education as a background for graduate work, combined with the substantial science prerequisite courses. Therefore, although there are no official pre-medical or pre-dental majors, biology, biochemistry and chemistry are the most common majors. Courses must be

chosen carefully to ensure completion of all requirements for entrance into the professional schools and to make adequate preparation for the Medical College Aptitude Test or the Dental Aptitude Test, examinations that are usually taken at the end of the junior year. Students are encouraged to gain experience in health-related service areas, including volunteer or internship activities. Students also may participate in educational and service activities sponsored by Alpha Epsilon Delta, the National Health Pre-professional Honor Society. Student interested in preparation for graduate health careers should contact the Pre-Med/Pre-Health advisor located in the Biology Department.

PRE-LAW PROGRAM

At Regis University the prospective law student finds commitment to the educational goals essentials for admission into law school and successful completion of a legal training program. Available are a variety of programs and services designed to support the educational goals of the prospective law student, including a specifically designated pre-law advisor, and active student pre-law association, legal internships and periodic events devoted to illuminating information pertinent to law school and the practice of law. These and other services enable the Regis student to develop those skills highly valued by law schools: clarity and comprehension in human communication, creative thinking power and a critical understanding of human institutions. For further information, students should contact the Pre-Law Advisor in the History/Political Science Department.

PRE-PHYSICAL THERAPY PROGRAM

Undergraduate students interested in pursuing a doctorate degree in physical therapy may complete any undergraduate major, although the natural sciences such as biology and chemistry, and the social sciences, such as psychology and sociology, are especially useful in preparing for a career in physical therapy. While the Department of Physical Therapy does not guarantee admission to Regis graduates, individuals who have earned a baccalaureate degree at Regis University and who have completed the prerequisite courses are given preference for admission. Undergraduate students considering a physical therapy doctorate degree should contact the Department of Physical Therapy for specific information on prerequisite course work.

ENGINEERING

For the engineering student, Regis University offers, in collaboration with Washington University of St. Louis, the Dual Degree Program in Engineering in which a student can receive a strong background in liberal arts and sciences and professional training in engineering. These students complete their Regis College core and major requirements, and then take two years of engineering courses at Washington University. It is possible for students to finish the Regis requirements in three years if they start early, but it may require taking summer courses. Students may take four years to finish the Regis requirements. An outline of the courses to be taken at Regis, and the areas of engineering available at Washington University can be obtained from the Regis Dual Degree Program Liaison Officer. Following the successful comple-

tion of this program, the student receives a Bachelor of Science degree (Engineering) from Washington University and a bachelor's degree from Regis University. The Dual Degree Program also includes the possibility of earning a Master of Science degree in Engineering or an MBA by completing another year at Washington University. For further information, students should contact the Regis Dual Degree Program Liaison Officer (Department of Mathematics).

TEACHER LICENSURE

The Committee on Teacher Education at Regis (COTER) develops the College policies on admission, retention and recommendation for licensure. To qualify for admission, retention and recommendation for licensure through the Regis University teacher education program, students must satisfy the requirements detailed in the Education Department section of the Bulletin.

EXPERIENTIAL EDUCATION

Experiential Education at Regis College gives students the opportunity to participate in an off-campus placement in business, industry, the professions or a human service organization. Three programs are currently offered: field experience, internship and service learning.

Field Experience is offered to second semester freshmen, sophomores and all upper class levels. This program enables students to work in a field they might wish to pursue as a career. Students must be recommended by the appropriate department/division for entrance into the program. A minimum of 120 hours of on-the-job experience is required. Students may be asked to keep a journal of their observations and experiences on the job, as well as complete specific learning objectives and activities. A faculty member sponsors each student and determines the final grade for the course. The employer submits an evaluation of the student's performance as an important part of the final grade.

Field Experience enables a student to broaden perspectives regarding a specific career area. While developing specific competencies on the job, the student is able to combine academic course work with real-life experiences in his/her work.

Internship is a program that allows juniors and seniors to gain practical experience in the career area of their choice. Students must meet with both the Director of Experiential Education and the faculty sponsor to be accepted into the program. To allow for adequate job development, students should begin the internship process one semester prior to the semester in which they intend to participate. Approval from the department, as well as from a faculty sponsor, is standard procedure.

Three (3) semester hours is the usual amount of credit for which students may register in each Field Experience or Internship. Students in Internship are required to spend a minimum of 120 contact hours in placement during a semester to receive three (3) upper division semester hours of credit toward the major. Exceptions to the policies described are determined in consultation among students, faculty sponsors and the Director of Experiential Education, with approval in writing by the Associate Dean for Regis College.

Students registering for elective credit in Field Experience or Internship credit toward their major must have a minimum cumulative grade point average of 2.500. Students on disciplinary probation are not permitted to participate in Field Experience or Internship.

Students may elect to take a Field Experience on a Pass/No Pass (P/NP) basis. The University regulations on taking courses P/NP apply. Internships must be taken on a letter-graded basis. Students in all areas, including thematic majors, can look forward to an enriching, on-the-job training experience in a business, industry or organization in the metropolitan Denver area.

For many graduating seniors, an internship can be the link to a network of employers after graduation. These contacts, in addition to the resume, are of benefit to students after they leave Regis. The internship program enables the student to develop marketable skills and practical experience while pursuing his/her degree at Regis University.

CENTER FOR SERVICE LEARNING

Service Learning is quickly becoming a respected method for teaching academic content, and Regis University has become a leader in integrating service with academic study. This is a natural integration for Regis where academic excellence is expected and educating men and women in the service of others is the mission. Through volunteering in a community setting in the context of a course, students begin to make a connection between identifying issues of social concern and action based on that awareness.

In addition to the Service Learning program, the Center for Service Learning organizes monthly projects for the Regis Community to perform service in the community, coordinates Alternative Spring Break Service Trips to Mexico and Belize, refers students to community agencies where they can perform community service, matches students in the Cascade Mentoring Project with an educationally and/or economically challenged youth from the neighborhood, and recruits students to live off campus at Romero House, a residence for students who are fully engaged with social action.

The goal of the service program is to offer many opportunities for students to engage in service throughout their four years at Regis. Whether it is through participation in clubs and organizations, course work, athletics, residence hall programs or student activities, Regis students have an opportunity to participate in a variety of service experiences ranging from one day events to year around commitments.

COMMITMENT PROGRAM

The commitment Program has been in existence since the mid-seventies. This program received national recognition for excellence when it was listed as an exemplary developmental program by the Center for Developmental Education in 1985. It offers a limited number of Regis College undergraduate students the opportunity to attend Regis University, even though they do not meet certain selective admission requirements. Students who accept placement in the Commitment Program are expected to make a full commitment to academic effort. Since 1975, the

Commitment Program has admitted hundreds of new freshmen. The majority of these students were successful academically and obtained positions in the fields of their choice following graduation.

Standard admission procedures may qualify students for the program. Each spring, the Standards Committee (or its equivalent) reviews the application files of students who do not meet all requirements for regular admission. When standardized entrance examinations or high school grade point averages, for example, do not meet criteria recommended for success, the Committee may suggest Commitment Program placement for students who show alternative evidence of ability and motivation to earn a college degree. The primary goals of the program are to provide a means for entering college, the support needed to be a successful learner and development of the analytical processes that lead to high achievement.

Commitment Program students who make acceptable progress, remain in the program for two semesters. With successful completion of their freshman year, they are fully admitted into the University in good standing. Commitment Program students receive specialized advising, access to a variety of academic and nonacademic support systems and instruction in reading, writing and other aspects of life-long learning. A program fee, required of all Commitment students, is assessed upon entrance into the program to help offset the cost of providing these services.

Students are required to attend and pass required Learning Support classes with a grade of "C" or better, and they must maintain an acceptable grade point average in regular Regis courses as well. Students are also required to agree not to participate in sports, forensics or other activities which, in the judgment of the program director, may interfere with class attendance. Off-campus employment, team events or other extracurricular activities that may hinder scholastic success are also limited.

STUDY ABROAD

Regis College encourages students to study abroad by offering a variety of programs throughout the world:

- Exchange programs in Ireland and Australia.
- Affiliated programs in the United Kingdom, Ireland, Spain, Italy, Greece, Hungary, France, Austria, Africa, Costa Rica, Chile, Argentina, Australia, and New Zealand.
- Jesuit affiliated programs in El Salvador, China, and Italy.

To be considered for study abroad, a student must hold Junior or Senior standing, a minimum G.P.A. of 3.000 (slightly lower G.P.A. may be considered) and a clean disciplinary record. To learn more about programs abroad, contact the Office of Summer Session and Study Abroad.

SUMMER SESSION

The Regis University Office of Summer Session offers a comprehensive schedule of undergraduate courses in most of the major aca-

demographic fields from early May through mid-August. Summer Session invites students to reach their educational goals through the convenience of accelerated courses. The focused learning atmosphere of the Summer Session balances the challenge of concentrated study with personal interaction between students and professors. Courses offered during Summer Session are equivalent to those offered during the fall and spring semesters in: content, prerequisites, method of instruction and number of credits.

Most courses are held on-campus. Several online courses are also offered. In addition, students have the opportunity to arrange internships for academic credit with the Academic Internship Office or an Independent Study or Special Study with select faculty. Students also have the opportunity to participate in a travel learning trip each summer. These courses provide students the opportunity to travel to different countries while earning academic credit. Students on these trips engage in powerful educational experiences such as studying poetry at the Gerard Manley Hopkins Institute in Ireland, watching a live performance of Shakespeare at the Globe Theatre in London, or viewing the works of art at the Vatican Museum in Rome.

WINTER INTERIM SESSION

During the winter break in January the Regis University Office of Summer Session offers a Winter Interim Session in which students may take one course. The focused learning atmosphere of the Winter Interim Session balances the challenge of concentrated study with personal interaction between students and professors. A variety of undergraduate courses are offered on-campus. Several online courses are also offered. Students may enroll in one course during this session. Courses offered during the winter interim session are equivalent to those offered during the fall and spring semesters in: content, prerequisites, method of instruction and number of credits.

AIR FORCE RESERVE OFFICER TRAINING CORPS

The United States Air Force Reserve Officer Training Corps, through an agreement between Regis University and the University of Colorado at Boulder, offers two programs leading to a commission in the United States Air Force upon receipt of the bachelor's degree. Graduate students may be commissioned upon the completion of twelve (12) hours of the Professional Officer Course and a six-week summer training program. The Professional Officer Course is completed over two academic years with three (3) credit hours awarded for each fall and spring semester.

Standard Four-Year Course

This program is offered in three parts: the General Military Course for lower division (freshmen and sophomore) students; the Professional Officer Course for upper division students; and Leadership Laboratory (attended by all students). Completion of a four-week summer training program is required prior to entry into the professional officer course.

Modified Two-Year Program

This program is offered to full-time, regularly enrolled degree candidates at both undergraduate and graduate levels who have at least two years remaining at Regis University when they enroll. Those selected for this program must complete a six-week summer training program prior to commissioning.

AIR FORCE UNIVERSITY SCHOLARSHIP PROGRAM

Students participating in Air Force ROTC are eligible for Air Force ROTC College Scholarships. Students selected for this program receive grants that pay tuition, book costs, and non-refundable educational fees and provide subsistence of \$150 per month, tax free. Scholarships are available to men and women for two- or three-year periods. All students enrolled in the Professional Officer Course receive \$150 per month subsistence during the regular academic year. They also receive \$1,000 per semester if their previous semester grade point average is 2.35 or higher.

AFROTC cadets may fly with the Civil Air Patrol during the academic year. During the summer, classes in skydiving and flying gliders are also available. AFROTC credit for graduation is awarded by Regis University. Enrollment in the AFROTC program is accredited through the University of Colorado Continuing Education program after payment of appropriate tuition. All classes are held on the Boulder Campus. Interested students should contact the Professor of Aerospace Studies, Folsom Stadium, Gate 5, Room 224, University of Colorado, Boulder, CO 80309. Telephone: (303) 492-8351.

ARMY RESERVE OFFICER TRAINING CORPS (MILITARY SCIENCE)

Through an agreement between Regis University and University of Colorado, Boulder Regis offers two Army ROTC programs leading to a commission in the Active Army, National Guard or Army Reserve. All class work is conducted on the University of Colorado-Boulder or Colorado School of Mines Campuses.

Four-Year Program

The standard four-year program consists of two phases. The basic course, normally completed during the freshman and sophomore years, consists of courses in military science, officer career development, leadership theory and management. The advanced course coincides with the junior and senior years. Subject areas include leadership techniques, methods of instruction, tactics and unit operations, military law, history, national strategy and Army policies. Completion of a six-week advanced camp in the summer is required prior to commissioning, with attendance at this camp normally between the junior and senior years. Students should check with the Military Science Department at University of Colorado, Boulder, or Colorado School of Mines about the required courses.

Two-Year Program

The abbreviated two-year program consists of the same courses offered in the advanced course; however, both undergraduate and

graduate students may become qualified for this program through successful completion of a six-week summer basic camp. Students should contact a professor of military science at University of Colorado, Boulder or Colorado School of Mines for specific requirements and options available based on each student's status at the time of program entry. Students who are veterans of military service or have participated in Junior ROTC or similar organizations may have a portion or all the basic requirements waived by a professor of military science at University of Colorado, Boulder.

Scholarships

Students selected for an Army scholarship receive full tuition at Metropolitan State College of Denver. The scholarship also pays a flat rate for books, laboratory fees and \$150 a month for up to ten months a year. Students enrolled on campus full-time may compete for three-year and two-year scholarships. All scholarships benefits are open to both women and men, regardless of current involvement in ROTC.

Guaranteed Reserve Force Duty (GRFD)

This program provides a guarantee that the student's obligation upon commissioning is fulfilled as a member of the Army Reserve or Army National Guard, instead of active duty.

For further information about Army ROTC, students may contact the professor of military science, University of Colorado, Boulder, (303) 492-6495.

ADMISSION

GENERAL STATEMENT

The Regis College Undergraduate Program of Regis University (hereafter referred to as Regis College) uses two general approaches in evaluating any applicant for admission—documentary evidence of achievement and evaluation of the individual's potential for success at Regis.

Completed applications and all required documentation for admission must be received by the Office of Admissions no later than two weeks before the start of classes each semester. Admissions can be unavailable due to a wait list and/or other enrollment restrictions. Students applying after this deadline may be required to have an interview with the Director of Admissions and/or representatives of the Admissions Committee.

All documents submitted during the application process become the property of Regis University.

ADMISSION REQUIREMENTS

The Regis University Provost and Vice President for Academic Affairs sets the minimum requirements for admission, and these requirements are subject to change annually.

High School Graduates

All applicants are subject to the following requirements:

- 1 An applicant to the Regis College Undergraduate Program must have graduated from or be in his/her last year at an accredited secondary school and must have a satisfactory cumulative grade point average.
- 2 The applicant must submit scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
- 3 A minimum of fifteen (15) academic units must have been successfully completed between grades 9-12.
- 4 Letters of recommendation are required.
- 5 Interviews are encouraged and, in some instances, may be required.
- 6 A personal essay is required.

Degree-seeking students who graduated from high school more than five (5) years ago, and who do not meet the regular admission requirements, may be considered for a nine (9) semester hour unclassified admission to Regis College. A personal interview may be required.

General Educational Development Diploma Recipients

A student who has received a General Educational Development (GED) diploma is eligible for admission to Regis College. Applicants who have received a GED diploma should contact the Director of Admissions. The Director of Admissions will require additional data or a personal interview for admission.

Transfer Students

Applicants are granted admission on the basis of academic record and the intended field of study. A student wishing to transfer to Regis College must have a satisfactory cumulative grade point average. Class status is determined by the number of hours that are transferable from a regionally accredited institution. Specific questions concerning the evaluation of credits should be directed to the Office of Admissions. Transfer students are not admitted with Senior standing unless they are willing to complete their final thirty (30) semester hours at the University.

Additionally, all transfer students are subject to specific Core Seminar requirements as outlined in this section of the Bulletin under the Core Studies Requirements heading.

Students who wish to transfer to Regis College should:

- 1 Request an application for admission from the Regis College Office of Admissions.
- 2 Return the completed application with a \$40 non-refundable fee (check or money order). Failure to answer the

Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis College. If convicted of a felony or misdemeanor, a copy of the Mittimus Report/arrest records must be sent to the Office of Admissions in order to complete your file.

- 3 Submit official transcripts from each college or university previously attended. Failure to submit all previous transcripts of course work leads to cancellation of admission or suspension from the College.

NOTE: Official transcript evaluations are completed by Regis University only after the student has been admitted and the student has submitted the required official credentials.

Returning Students

Students who attended Regis College and have not attended another institution since their departure from Regis are eligible to return to the College if they were in good academic standing at the time of their exit.

Students who have attended another institution during their leave from Regis College must submit a transcript of all course work attempted during their leave. The admission decision is based on the student's academic performance at the college or university attended during the interim and his/her Regis grade point average.

If the student returns to Regis after a year or longer absence, he/she must reapply to the University. If the student is returning within one year of leaving Regis, it is not necessary to reapply. However, it is necessary to request that the student's file be activated by completing a Regis College Admission File Reactivation Form. No admission fee is assessed for returning students.

International Students

All international students seeking admission to Regis College should check directly with the Regis College Office of Admissions for specific information.

All international students must complete the general admission requirements for the program of interest and also satisfy the following requirements:

- 1 Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or complete ELS Language Centers' Level 112-Academic. Level 112-Academic must be completed with a satisfactory grade within one year prior to acceptance into the program.
- 2 Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. (An I-20 cannot be issued until after the student has been admitted by the College and has remitted the year's total tuition, fees, and room and board, as appropriate).

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than six (6) weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

Nondegree-Seeking Students (Unspecified Student)

Nondegree-seeking students who desire nine (9) or fewer semester hours of credit may enroll at Regis College as unspecified students if they possess a high school diploma or equivalent certificate. Unspecified students must submit applications before the beginning of the semester in which they plan to enroll. A nonrefundable \$150 deposit, which reserves academic space, is required.

An unspecified student may take any lower division course with the exception of courses in the Commitment Program. Such a student may not live in the College residence halls. Unspecified students are held to the same academic standing policies as full-time degree-seeking students.

Unspecified students who have already earned a bachelor's degree need not apply for formal admission to Regis after attempting nine (9) hours. These students are also permitted to take upper division course work. Undergraduate part-time students who have not previously earned a degree and wish to register for courses above the nine (9) hour limit, need to apply for admission to a degree program through the Office of Admissions.

ADMISSION ON ACADEMIC PROBATION

Regis College recognizes that some students have had setbacks in earlier academic endeavors and are now motivated to perform well academically. These students include applicants who present either low ACT or SAT scores, a low grade point average from another college/university, or high school, and/or have been out of school for at least three (3) years. The College is willing to consider some students with these profiles for probationary admission to the College. The academic performance of each student admitted on probation is reviewed at the end of one semester to determine whether the student may continue to attend the College.

ADMISSION PROCEDURES

New freshmen who wish to enroll at Regis should:

- 1 Request an application from the Regis College Office of Admissions or apply online via the Regis University website.
- 2 Return the completed application with the \$40 non-refundable fee (check or money order). Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis College. If convicted of a felony or misdemeanor, a copy of the Mittimus Report/arrest records must be sent to the Office of Admissions in order to complete your file.

- 3 Request an official transcript of all secondary school work and college-level advanced courses to be forwarded to the Office of Admissions.
- 4 If entering Regis immediately upon completion of secondary school, ACT or SAT results should be forwarded to the Office of Admissions.
- 5 Request that letters of recommendation be forwarded to the Office of Admissions.
- 6 Enclose a personal essay. Additionally, an interview may be required.

LATE ADMISSIONS POLICY

Students who apply on or before the first day of class may be allowed, at the discretion of the Academic Dean, to register as late as the end of the add/drop period.

Students who wish to apply between the first day of class and the end of the add/drop period are cleared on a case-by-case basis.

Students should have at least a current unofficial transcript. Any student attempting to process financial aid or veterans benefits paperwork, or those who cannot meet their financial obligation immediately, are encouraged to wait until the following semester.

Late admission students do not have priority for enrolling in courses, especially closed courses.

A Dean's office designee is the advisor of these students to assist them with the immediate hurdles incurred by late arrival. The advisor deals with any additional student problems as required during the course of the semester.

COMPETENCY-BASED CREDIT

Competency-based credit is awarded for non-classroom experiences. This includes National Standardized exams such as College Board Advanced Placement (AP) Examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing Program and International Baccalaureate (IB) Program. In addition, credit may be awarded for selected courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement.

College Board Advanced Placement (AP) Program

Credit and/or placement in advanced course work is awarded for AP examinations. Minimum scores required for awarding of credit and/or placement are established by the University. Students should check with the Regis College Office of Admissions to determine minimum scores required and how credit awarded for AP examinations satisfies degree requirements.

Challenge Exams

Students who wish to take a Regis University Challenge Exam are required to have experience in the subject area they want to challenge. Exams are graded on a Pass/No Pass basis, and the grade is recorded on the student's academic transcript. Students who do not pass the Challenge Exam are not eligible to retake the exam.

Information regarding Challenge Exams may be obtained from the Testing Center in the School for Professional Studies, Adult Learning Center.

College Level Examination Program (CLEP)

Credit may be awarded through the College Level Examination Program. CLEP exams cover material taught in either introductory or advanced level college courses. There are four general CLEP exams accepted by Regis University: English Composition, Humanities, Social Sciences/History (check Regis program for acceptance), and Natural Science. Accepted subject exams cover such areas as Business, Composition, Computer Science, Economics, History, Literature, Mathematics, Social Sciences and Natural Sciences. Regis University is an open test center offering CLEP exams at both the Denver and Colorado Springs campuses. Students should check with an Academic Advisor for the program policy regarding acceptable exams and scores. Minimum scores required for awarding of credit are established by the University.

Defense Activity for Non-Traditional Educational Support (DANTES)

DANTES examinations are similar to the CLEP examinations, but cover 17 additional subject areas. Counseling, Ethics, Geology, Astronomy, Risk and Insurance, Money and Banking, and Technical Writing are among the DANTES examinations administered at both Denver and Colorado Springs campuses. Students should check with an Academic Advisor to determine how to use the DANTES examinations in the Degree Plan. Minimum scores required for awarding of credit are established by the University.

International Baccalaureate Program (IB)

Credit is awarded for IB subject examinations that have been completed at the higher level. A minimum passing score of four (4) is required. Students should check with the Regis College Admissions Office to determine how IB credit satisfies degree requirements.

UNDERGRADUATE PROGRAM EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION FEES

Application Fee

A non-refundable fee of \$40 is required with the completed applications for admission from all new students, transfer students and nondegree-seeking students.
Advanced Deposits

A non-refundable deposit of \$150 is required for students enrolling at Regis University for the first time (new students, transfer students and nondegree-seeking students). This deposit is applied to the student's account after the end of the add/drop period.

For students who plan to live on campus, an additional non-refundable deposit of \$150 is required each academic year. This \$150 includes a \$100 room reservation deposit, applied to the student's account after the end of the add/drop period, and a \$50 dorm damage deposit applied to the student's account when he/she ceases to be a dorm resident or at the end of each Spring Semester.

REGIS COLLEGE UNDERGRADUATE CHARGES PER SEMESTER FOR THE 2005 - 2006 ACADEMIC PERIOD

Tuition and Fees

Full-time (12-18 semester hours)	\$11,750
Part-time (per semester hour under 12 hours)	\$734
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$734
Summer Session (per semester hour)	\$405
Application Fee (one-time fee, paid upon submission of the prospective student's application to Regis)	\$40
Orientation Fee (one-time fee for new students)	\$150
Student Activity Fee*	
Full-time students	\$100
Part-time students (6-11 semester hours)	\$70
Late Clearance Fee (per semester)	\$100
I.D. Replacement Fee	\$15
Returned Check Fee (per return)	\$25

* Set by Student Executive Board

NOTE: Fees are determined by the Regis University Board of Trustees and are subject to change.

Course and Program Fees

Science Laboratory (Regis College courses)	\$125
Student Teaching	\$200
Commitment Program (per semester)	\$1,000

Housing Charges (Per Semester)

All unmarried, non-metropolitan Denver first-year students under the age of 21 are required to reside on campus and choose a meal plan through Sodexo Dining Services. Meal plans are optional for sophomore, juniors and seniors.

DeSmet Hall

Double occupancy	\$2,350
Single occupancy	\$2,975

O'Connell Hall

Double occupancy	\$2,350
Single occupancy	\$2,975

West Hall

Double occupancy	\$2,350
Single occupancy	\$2,975

Townhouses

Double occupancy	\$2,675
Single occupancy	\$3,375

Meal Plans and Charges

Regis University offers a variety of choices when choosing a meal plan. The plans offer students a combination of an all-you-can-eat program in the Cafeteria and an A La Carte program in all retail outlets.

All first-year students living on-campus must sign up for a Flex or Mini Flex meal plan. Students select meal plans at the beginning of each semester. Students may select one of the following plans:

- Flex – Most students fit well with this plan, especially first-year students.

Cost (per semester)	\$1745
Meal Points	175
Flex money	\$325

- Mini Flex – Designed for lighter eaters who will not eat in the Ranger Grille as often.

Cost (per semester)	\$1595
Meal Points	175
Flex money	\$175

- A La Carte – Designed for off-campus students and those living in West Hall and the Townhouses; this plan is NOT available to first-year students.

Cost (per semester)	\$475
Flex Money	\$475

Flex Money can be used in the Cafeteria and the Ranger Grille (Einstein's Bros.® Bagels & the Grille) located in the Student Center, along with our off-campus pizza vendor. Meal points can only be used by the cardholder and only for one meal per meal period. However, Flex Money can be used by both the cardholder and guests of the cardholder. Unused meals and Flex Money carry over from week to week, but not from semester to semester.

Munch Money is like Flex Money with the exception that it carries over from semester to semester. However, Munch Money balances are non-refundable at the end of the school year. Munch Money can be purchased at any time in increments of \$25.00 and above with check, cash, or major credit card, but students cannot charge Munch Money to their University account.

Meal Conversion Option is available to provide meal plan participants greater flexibility; cardholders can convert, at mid-term, up to 30 available meals into Flex Money at a rate of \$7.58 per meal point. Students are able to tailor their Flex and Mini Flex plans so that they may take full advantage of campus dining through this option.

Meal Plan Changes may occur during the first two (2) weeks of the semester. After that time, no changes are allowed. Upper-class students permitted to move off-campus can cancel the remainder of Flex or Mini Flex meal plans; the A La Carte plan is non-refundable. (The amount refunded for Flex or Mini Flex meal plans will follow the Housing Withdrawal Schedule.) All requests for meal plan changes and exemptions should be made directly to the Student Life Office and must be filed within two weeks from the start of each semester.

Health and Accident Insurance

Hospitalization, dental care and personal visits to or by a physician are the responsibility of the student and his/her parents or legal guardian. Charges for such services are sent directly by the physician, surgeon or hospital to the student or the student's parents or legal guardians.

All registered full-time students and full-time traditional option nursing students are automatically enrolled in a health insurance plan at registration. The premium for coverage is added to the student's tuition and fees billing statement unless the student has waived the health insurance plan by providing evidence of alternate coverage. Waiver forms can be obtained in the Student Life Office located on the second floor of the Student Center. The Spring Semester premium covers the student through the Summer Semester. The carrier is Aetna Life Insurance Company (ALIC). This insurance supplements the routine care offered by the Student Health and Counseling Services.

Other Fees

Certain courses carry a fee to cover the cost of special materials, field trips, language laboratories, private lessons, etc. These fees are listed with the course offerings each semester (i.e., Regis College Schedule of Courses) and are assessed at the time a student registers for the course.

If incurred, other fees may be charged for special examinations, library fines and parking fines.

Books and Supplies

Books and supplies average \$200 to \$400 per semester.

Personal and Living Expenses

The amount of money spent by a student for all expenses during an academic year, August to May, varies with current prices and the habits and needs of the student; therefore, estimates of the amount of money needed by individual students for such items as entertainment, laundry and clothing are not reflected here. Students should have sufficient financial resources to ensure successful completion of each semester.

PAYMENT OF STUDENT ACCOUNTS

Financial Clearance

Clearance takes place at the beginning of every semester. Each Regis College undergraduate student is expected to complete this process. Clearance provides students an opportunity to verify or change room and meal plans, to verify and complete financial aid arrangements and to pay all related account charges. Students who do not satisfactorily complete financial clearance by the published deadline have their course schedules dropped and a \$100 late clearance fee per semester is charged for subsequent registration clearance. There is no guarantee that courses will still be available if dropped for non-payment.

All charges made to student accounts during the year are itemized on a monthly statement. These statements are mailed to the billing address designated by the student. Statements for the preceding month should be expected by the tenth of the month and payment is due by the date indicated on the statement. If payment is not received on any student account on or before the date indicated, finance charges accrue at the rate of one and one-half percent per month (Annual Percentage Rate of 18%) on the unpaid balance.

Regis University will not register a student with a past due balance or issue transcripts or diplomas to any students or former student with financial obligations. Financial obligations include deferred tuition and past due Perkins/Nursing loans. Additionally, students who are not enrolled at least part-time, must complete an Exit Interview for Perkins/Nursing loans (if applicable) before transcripts and diplomas are issued. Students are obligated to reimburse the University for all expenses incurred in the collection of past-due accounts including, but not limited to, collection fees, court costs and attorney's fees.

Financing of Student Accounts

All tuition and fees are payable in advance of each semester. Thus, financial plans should be made early to avoid problems that might occur at the time of Clearance. Students, parents or legal guardians who wish to make arrangements for financing should do

so with a bank or other commercial lending institution that handles such financing. MasterCard, VISA, American Express and Discover Card are accepted by Regis University. In addition, an interest free Regis Payment Option (RPO) is available to students enrolled in the Regis College Undergraduate Program.

The Office of Student Accounts is pleased to assist students, parents or legal guardians in making arrangements for payment through outside organizations or by direct bank wire transfer of funds for clearance.

Returned Checks

Any student who presents to the University a check that is not accepted for payment by the bank because of insufficient funds, nonexistence of an account or other reasons for which the student is responsible is charged a fee of \$25. The student must make payment by cash or certified funds equal to the total of the invalid check, plus the fee to register for additional courses. In addition, a financial hold is placed on registration, academic transcripts and diplomas until the invalid check amount and fee have been paid.

REFUND SCHEDULE FOR AUTHORIZED WITHDRAWAL FROM REGIS UNIVERSITY

The official date of withdrawal from the University or from a course is the date that the withdrawal request is submitted to the Office of the University Registrar for processing. Notice of withdrawal from the University must be received by the Office of the University Registrar in writing using an official University withdrawal form. The date the withdrawal request is processed and the date the student vacates the residence hall, if applicable, determines the amount of refund credited to the student. Refund policies are further described in the General Information Section of the Bulletin under the "Tuition, Fees, Room and Board Charges" heading.

The following refund schedule applies to tuition and fees:

Withdrawal Period	Refund
First Week (Add/Drop Week)	100%
Second Week	87%
Third Week	81%
Fourth Week	75%
Fifth Week	69%
Sixth Week	62%
Seventh Week	56%
Eighth Week	50%
Ninth Week	44%
Tenth Week	37%
Eleventh-Sixteenth Week	0%

The following refund schedule applies to housing for 2005-2006:

Withdrawal Period	Refund
Fall Semester 2005:	
May 1 - August 1, 2005	100%*
August 1 - August 26, 2005	75%
August 29 - September 2, 2005	75%
September 5 - September 9, 2005	50%
September 12 - September 16, 2005	25%
September 19 - December 17, 2005	0%
Spring Semester 2006:	
December 17 - January 17, 2006	75%
January 17 - January 20, 2006	75%
January 23 - January 27, 2006	50%
January 30 - February 3, 2006	25%
February 6 - February 10, 2006	0%

*Forfeit housing deposit

The housing contracts are binding for the academic year. Students wishing to withdraw from housing according to the schedule above must submit an appeal letter to the Office of Residence Life no less than two weeks before their expected move-out date. Letters of appeal will be reviewed by a Student Evaluation Team. All appeals will be responded to in writing. Students withdrawing from the University may be given special consideration.

ACADEMIC INFORMATION - REGIS COLLEGE UNDERGRADUATE PROGRAM

THE ACADEMIC YEAR

The academic year is divided into two semesters of 16 weeks each. The first semester begins with Orientation in late August and ends in mid-December. It is followed by a Christmas vacation of approximately three weeks. The second semester begins in early January and ends at approximately the close of the first week in May. The Summer Session extends from early May through the middle of August.

THE REGIS COLLEGE GUARANTEE

This is a program that guarantees that a new Regis College student can complete the requirements for a baccalaureate degree with a single major in four (4) years—eight (8) semesters—excluding Summer semesters. If additional course work is required for graduation after the eight (8) semesters, and if the student is eligible for the Regis College Guarantee, students receive a full tuition grant from the Office of Financial Aid for the courses needed to graduate. The guarantee applies only to degree requirements; it does not apply to state licensure/professional requirements.

The guarantee program requires that a student complete eight (8) consecutive full-time semesters (a minimum of twelve [12] semester hours each) excluding Summer Semesters at Regis College and maintain a minimum 2.000 cumulative grade point average for each semester. The guarantee is extended to eight (8) semesters in five (5) years if a student obtains an approved leave of absence while a student at Regis. Students may apply for tuition-free studies with the Regis College Dean's Office during the eighth (8) semester. The guarantee is a Regis College undergraduate program and is not extended to School for Professional Studies' or Rueckert-Hartman School for Health Professions' students.

THE ACADEMIC ADVISING PROGRAM

Academic advising is an integral part of the educational process in Regis College. It is the intent of this program to provide the student with a Faculty Advisor who assists the advisee to gain the maximum from his/her educational experience.

Each student at Regis is assigned an academic advisor who: (1) aids the student in planning an educational program consistent with his or her interests and capabilities; (2) provides information about the academic process and University resources; (3) counsels students who may be experiencing academic difficulties; and (4) refers students to any other areas of student services that can help the advisee with difficulties outside of the academic sphere.

The Advising Program is administered through the Office of the Associate Dean for the College. This office serves as a general source of information about campus resources and specialized programs.

MAJOR DECLARATION

At the end of the sophomore year, each student must select a major area around which most of his/her upper division course work centers. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education and the natural sciences require careful planning in order to meet all requirements during four (4) years.

COURSE LOAD/OVERLOAD

The average class load is fifteen to eighteen (15-18) semester hours. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of Incomplete are allowed to carry more than eighteen (18) semester hours. Permission to carry nineteen (19) or more semester hours (course overload) must be obtained from the Associate Dean for Regis College. If, in the judgment of the Associate Dean, a student benefits by a reduced course load, the student is restricted to a course load of less than fifteen (15) semester hours.

UPPER DIVISION COURSES

Freshmen and sophomores are allowed to take upper division courses only if they have completed the prerequisites or if they have obtained the permission of the instructor of the course. Normally, that approval is secured by obtaining the instructor's signature on the registration form prior to submitting the form to the Office of the University Registrar. Juniors and seniors also must complete the prerequisites of an upper division course as listed in the Bulletin before enrolling for the course.

REGISTRATION

PROCEDURE

All students must consult with an Academic Advisor prior to registration. Students who have selected more than one major must consult with all assigned advisors, as appropriate. Registration materials are available from the student's advisor. An advisor's signature on a student's registration form indicates that the course seems appropriate to the goals the student has outlined to the advisor. The signature does not constitute or imply a waiver of the published academic requirements of the University. It is the student's responsibility to study these requirements and make certain that course selections meet them. Additionally, students are financially responsible for all courses listed on the registration and add/drop forms (see payment of student accounts).

The University reserves the right to cancel a course when registration is not sufficient to warrant continuance, to divide a class if enrollment is too large for effective instruction and to change instructors.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Withdrawal From a Course

Students are permitted to withdraw from a course through 75% of the term.

A student who wishes to withdraw from a course or courses prior to the published final withdrawal date for the semester must obtain a course withdrawal form from the Office of the University Registrar. This form must be signed by the student's academic advisor and returned by the student to the Office of the University Registrar. The official date of withdrawal is the day the form, with the signature of the academic advisor, is submitted to the Office of the University Registrar. The student receives a grade of "W" in the course(s) withdrawn. The grade is reflected on the transcript, but not calculated in the grade point average. The date of the withdrawal is also used to determine the rate of refund, if applicable. The student should retain his/her copy of the withdrawal form until a grade report reflecting the course withdrawal is received at the end of the semester.

Withdrawal from Regis College

Students who withdraw from Regis College before the completion of a semester must inform the Retention Coordinator, Office of Admission, Main Hall 217. The Retention Coordinator has a conference with any withdrawing student and authorizes withdrawal only after determining that the student has met financial and other obligations. Students who withdraw from the University with proper authorization receive a grade of "W" in each course for which they are enrolled at the time of withdrawal. The grade is reflected on the transcript, but not calculated in the grade point average.

Student who withdraw from the College without giving proper notification of their intention to withdraw receive a grade of "F" in all courses in which they are enrolled during the semester of withdrawal.

Concurrent Enrollment at Another College or University

Information regarding institutions whose credit Regis University accepts in transfer is available from the Regis College Dean's Office. In order to insure acceptance of transfer credit once the student is enrolled at Regis University, prior approval by the Regis College Dean's Office is suggested for all concurrent enrollment (including Summer Semester courses at another institution). Concurrent Enrollment Request forms may be obtained from the Office of the University Registrar. Undergraduate students are not permitted to take the last thirty (30) semester hours of course work at another institution without permission of the Associate Dean for Regis College. A grade of "C-" or better must be earned for undergraduate course work to be accepted in transfer.

Concurrent Enrollment Among Regis University Programs

Generally, Regis College students are not eligible to register for courses offered in the other two Regis University schools. An exception is made for Health Sciences courses offered through the Rueckert-Hartman School for Health Professions. In those rare cases where other such cross-registration is desired, written permission must be obtained from the appropriate administrative designee/Program Director and the Academic Dean for Regis College. Appropriate tuition and fee charges are then billed above and beyond charges for courses taken through the College.

Attendance at Final Exams

Final examinations are assigned at the end of each semester. A student who is unable to take a final examination for a valid reason (i.e., emergency circumstances beyond the student's control) is eligible for a grade of Incomplete, which, if assigned, must be removed by the end of the next academic semester with the exception of Spring Semester. Incomplete grades assigned during Spring Semester must be finalized by the end of Fall Semester. A student must specifically request an Incomplete in writing from the instructor.

Grade Reports

Deficient grades and grades for students whose status is other than "good standing" are reported by instructors at midsemester. These midsemester grades are mailed to both the local and permanent addresses. An alternative grade address may be designated by the student. Grades of "D+" or lower are considered deficient. Only end-of-semester grades are official and entered on the student's permanent record. Final grades are mailed to the permanent address or to an alternative grade address the student provides the Office of the University Registrar. By federal legislation (The Family Educational Rights and Privacy Act of 1974, as amended), grades can be released to parents or others only on specific written request of the student, unless the parent claims the student as a dependent for federal income tax purposes and certifies this fact. Release forms are available through the Office of the University Registrar. Grade information cannot be released by telephone or by fax; however, grade information may be accessed through WebAdvisor.

Appeals of Disputed Grades

Grade appeals for Regis College undergraduate students must be initiated within the first month of the semester following receipt of the grade. The following procedure is to be followed if a student wishes to protest a grade he or she received in a course:

- 1 The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow step 2.
- 2 At the student's request, the Department Chair arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of these three. The third is to be chosen by the other two. The committee

reviews evidence in any manner the committee deems equitable. (Typically, a written statement from each party that the other party can review and respond to in writing is the first step.) Oral presentations to the committee are sometimes also useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.

- 3 The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination. Further appeals are not permitted.

DEAN'S LIST

For Fall and Spring Semesters, a Dean's List is created for Regis College undergraduate program students. A degree-seeking student who carries a semester load of fifteen (15) or more graded semester hours and who earns a minimum semester grade point average of 3.700 is placed on the Dean's List. A student who is required during the semester to take a Pass/No Pass course—and who also carries twelve (12) or more graded hours with a 3.700 semester grade point average—is eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

ACADEMIC STANDING AND PENALTIES

Good Standing

A Regis College undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward the major or minor. A passing grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

At the end of each semester, students who are academically deficient, with grade point averages below 2.000, are reviewed by the Committee on Probation and Suspension. The committee may recommend to the Academic Dean for Regis College that one of the following actions be taken: academic warning, probation, suspension or dismissal.

Warning

A student with a semester grade point average below 2.000 and a cumulative grade point average above 2.000 is placed on academic warning. Although academic warning indicates an academic deficiency, it is not as severe as academic probation and is not posted on the student's permanent academic record (transcript).

Probation

A student with a cumulative grade point average below 2.000 is placed on academic probation. The committee sets forth certain conditions that the student must meet within a specified time period. Although a student's grade point average is the primary determinant in decisions regarding probation, other stated conditions must be met in order to remain in the College. Failure to meet any of the specified conditions may result in suspension.

A student is not permitted to re-enroll unless he/she has agreed in writing to all conditions set forth. Academic probation is recorded on the student's permanent academic record (transcript).

Academic Suspension

Academic suspension is action taken by Regis University for any probationary student with an unacceptable cumulative grade point average. Academic suspension renders him/her ineligible to return to Regis for a period of twelve months. During that time the student must satisfactorily complete (grade of "C" or better) at least twelve (12) semester hours (or equivalent quarter credits) at another regionally accredited institution. The student must obtain prior approval from Regis University of transferability of this course work. This action may be taken for any student whose cumulative grade point average has fallen below 2.000. In addition, academic suspension may be taken for any student whose cumulative grade point average has fallen below a provisional grade point average agreed upon between the student and the Associate Dean for Regis College. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Suspension Criteria

- 1 Any student on academic probation whose cumulative grade point average has fallen below the minimum standard established for his/her class level is, under ordinary circumstances, suspended.

Class	Semester Hours Attempted	GPA
Freshman	0 to 29	1.600
Sophomore	30 to 59	1.800
Junior	60 to 91	2.000
Senior	92 or more	2.000

- 2 Any student on academic probation whose cumulative grade point average has fallen below 2.000, may be suspended (the table in item 1 notwithstanding).
- 3 Any transfer student accepted by Regis College (undergraduate program) on probation for the first twelve to fifteen (12 to 15) semester hours, may be suspended at the completion of

the twelve to fifteen (12 to 15) hours if his/her Regis cumulative grade point average is below 2.000.

- 4 Commitment Program students are, by definition, on probation for two semesters when they enter Regis University. The Commitment Program student is suspendable if a grade of "C-" or better is not earned in all Commitment courses or if the cumulative grade point average falls below 1.600 (the standard established for all freshmen).
- 5 Any student who has met an agreed-upon provisional grade point average for the semester may be given the status of Probation Continued. This is a student (usually a freshman) who has earned an extremely low cumulative grade point average and, consequently, finds it almost mathematically impossible to attain a sufficiently high grade point average to be restored to Good Standing or even to be placed above the minimum for his/her class level. Such students have entered into an agreement with the Associate Dean for Regis College who acts on behalf of the Committee on Probation and Suspension. The agreed-upon grade point average is set within a range of what is a fair and reasonable expectation for the student in question (frequently between 2.000 and 2.300). A student failing to make the agreed-upon grade point average for the semester is suspended.
- 6 Three semesters are the maximum a student may be on probation during his/her academic career. (Commitment Program students have a maximum of three semesters after the completion for their first two semesters at Regis College.) Thereafter, failure to maintain a 2.000 cumulative grade point average results in automatic suspension.
- 7 Part-time students (those enrolled for eleven [11] or fewer semester hours) and unspecified students are held to the same standards as full-time students.

Academic Dismissal

Academic dismissal is action taken by Regis University that renders the student ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and re-admitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average, the minimum standards for his/her class level, or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the Associate Dean for Regis College. Academic dismissal is recorded on the permanent academic record (transcript).

Appealing the Suspension or Dismissal Decision

Upon being notified of academic suspension or dismissal, a student who wishes to appeal should follow the procedures listed next.

- 1 Write a letter to the Chair of the Appeals Committee stating:
Why the suspension/dismissal decision should be

reversed, including the student's honest and straightforward assessment of how the academic troubles came about, and some indication that the student is ready to continue serious academic work.

Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?

The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.

- 2 Submit the letter by the deadline stated in the letter of suspension or dismissal.
- 3 Contact the advisor, faculty members, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline. The appeals committee is interested in any pertinent information that has genuine bearing on the matter. The committee focuses on why the student should be allowed to continue study at the University, and why the student failed to reach his or her academic goals.

Standards of Conduct

A detailed summary of regulations and the student discipline process is available in the *Regis University Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Student Life Office located in the Student Center or access it online via the Regis University website.

Leave of Absence

Students who decide to leave Regis College for one (1) or two (2) semesters and then plan to return have the option of applying for a leave of absence. This status guarantees them the same Core Studies and major/minor requirements that applied to them before leaving Regis and also allows them to preregister during the semester prior to their return. Leave of Absence application forms are available in the Regis College Dean's Office.

If a student does not complete a Leave of Absence form or if the leave of absence has expired (after two semesters), and later returns to Regis College, he/she must be readmitted to the College. The student is held to the current Core Studies and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean for Regis College.

GRADUATION

Application

The Application for Graduation Form must be submitted by undergraduate students to the Regis College Dean's Office before eligibility for graduation can be evaluated. This Application for Graduation is required at least one semester prior to the semester in which the student expects to complete graduation requirements or, for undergraduate students, after ninety-two (92) semester

hours have been completed. Specific application deadlines are available from the Regis College Dean's Office. Failure to make application by the proper date may delay graduation.

Students should refer to the General Information Section of this Bulletin for additional information on graduation, application processing, degree award, diplomas, graduation honors, and commencement.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation Form of the student's intent to participate in commencement. Undergraduate students are allowed to march in commencement if they are within twelve (12) semester hours of completing their degree requirements. Students are listed in the commencement program for the commencement in which they march.

ACADEMIC PROGRAMS

CORE STUDIES REQUIREMENTS

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements. In addition, departmental requirements for the major listed alphabetically in this section also must be met to earn the baccalaureate degree.

The Regis College Core Curriculum

The Core curriculum is the intellectual design of the Regis College faculty. It embodies their vision of what it means to be an educated person. The Regis Core blends common academic experience through annual seminars required of all students with a thematic program of strong liberal arts studies. The curriculum is rooted in the rich heritage of Jesuit education from which it derives its organizing theme: How ought we to live? The Regis College Core prepares students for their roles as leaders in a culturally diverse democracy and for their lives in the service of others.

Organizing Theme: How Ought We to Live?

Derived from the University Mission Statement, the above question is reaffirmed as the organizing theme of the Core curriculum. Every course in the Core is designed to help students understand, explore and live this question.

The Competencies

The following competencies are essential for an educated person and are vital to the quest imposed by the Core theme. Students are expected to demonstrate increasing proficiency in these competencies as they progress through the Core curriculum:

- the basic literacies: writing, speaking, numeracy, reading and aesthetic;
- the ability to examine issues and ideas across the disciplines,

to see and articulate the interconnected as well as the disparate in assumptions, contents and methods of different academic disciplines;

- the ability to articulate reasoned judgments, to think, to speak and to write critically.

Core Seminars

The four (4) Core seminars required in the Regis College Core curriculum offer students a developing and integrative intellectual experience. Though individual seminars address a range of topics involving different academic disciplines, the seminar program is organized and sequenced by broad conceptual themes. Freshman Writing Seminar introduces the culture of a university and integrates new students into the College's community of learners. Sophomore Seminar examines diversity in the United States, and thus encourages students to understand community and culture in more inclusive and critically sophisticated ways. Junior Seminar then broadens the focus to the possibilities and problems of global community, with special emphasis on issues of peace, justice, and security. Finally, Senior Seminar asks students to reflect upon how their Regis liberal arts education will shape their choices, values, and actions in their future lives.

The Core seminars are also designed to enhance abilities in critical reading, thinking, and writing, and to encourage critical appropriation of the values and ideals articulated in the University's Mission and Core Philosophy Statements. Freshman Writing Seminar, for example, involves careful instruction in the writing process and considerable practice in analytical and argumentative writing. Junior Seminar, on the other hand, emphasizes scholarship and other kinds of research-based writing. Sophomore Seminar incorporates community outreach and service learning, while Senior Seminar develops students' capacities for reflection and integration.

Freshman Commitment student must register for the seminars offered by the Freshman Commitment Program.

Core Seminars and Transfer Students

Freshman Writing Seminar fulfills the writing requirement for the Core. All freshmen, including those with AP credit in English composition, must take CCS 200. All transfer students with fewer than seventeen (17) semester hours of transfer credit must take CCS 200. Transfer students with seventeen (17) semester hours or more of transfer credit who do not have an English composition course must take EN 203—Intermediate Composition or, with written permission of the Director of the Core, CCS 200. Transfer students with seventeen (17) semester hours or more of transfer credit, including an English composition course or its equivalent, are not required to take either CCS 200 or EN 203.

Transfer students with fewer than sixty (60) semester hours of transfer credit must take Sophomore Seminar. Transfer students with sixty (60) semester hours or more of transfer credit, including a course on issues of justice, diversity, and/or liberty in the United States, are not required to take CCS 300. Transfer student with fewer than ninety

(90) semester hours of transfer credit must take Junior Seminar. Transfer students with ninety (90) semester hours or more of transfer credit, including a course on issues of international peace, security, and/or justice, are not required to take CCS 400.

The Common Element

In addition to the Core seminars, the Core curriculum includes the following courses required for all students. While not exhaustive in number, these courses provide foundational content as well as the opportunity to develop required competencies.

COM 210—Speech Communication	3 SH
EN 210—Freshman Literature	3 SH
PL 250—Introduction to Philosophy	3 SH
RS 200—Introduction to Religious Studies	3 SH

The Distributive Element

Approximately half of the Core curriculum is comprised of the following distribution requirements, which allow students a range of choices and opportunities to explore while assuring a necessary breadth of educational experience:

Economic Systems Course	3-6 SH
Fine Arts Core (FAC)	3 SH
Foreign Language Courses	6-8 SH
Literature/Humanities Course	3 SH
Mathematics Course	3-4 SH
Natural Science with Laboratory Course	4 SH
Non-U.S. History Course	3 SH
Philosophy Course	3 SH
Religious Studies Course (300 level)	3 SH
Social Sciences Course	3 SH

Regis College Core Requirements

58-67 SH

Freshman Seminar	CCS 200 (or CCS 200A and CCS 200B)	3 or 6 SH
Sophomore Seminar	CCS 300	3 SH
Junior Seminar	CCS 400	3 SH
Senior Seminar	CCS 450	3 SH
Economic Systems	EC 200, POL 410, SO 4723 or or EC 320 and EC 330	6 SH
Fine Arts Core	FAC	3 SH
Foreign Language	Two semesters in one language	6-8 SH
Freshman Literature	EN 210	3 SH
Introduction to Philosophy	PL 250	3 SH
Philosophy Elective	PL (300 or 400 level)	3 SH
Introduction to Religious Studies	RS 200	3 SH
Religious Studies Elective	RS or RC (300 level)	3 SH
Literature/Humanities Elective	EN (Literature only)	3 SH
Mathematics	MT 201 or higher	3 or 4 SH
Natural Science with Laboratory	AS, BL, CH, ENVS, GE, PH	4 SH
Non-U.S. History Elective	HS (selected courses)	3 SH
Social Science Elective	CR, ED, GY, HS, POL, PY, SO	3 SH
Speech Communication	COM 210	3 SH

NOTE: Independent Study courses (490E-W) and Internship courses (498E-W) cannot be used to meet Regis College Core Studies requirements. Additional courses not permitted to meet Regis College Core Studies requirements are identified by a notation in the course description.

Core Seminar Repeatability

Any student who fails a Core seminar (CCS 200-450) is required to repeat that seminar in a subsequent semester by taking a section of the seminar for which a failing grade was received. Students are subject to the Repeat Grade Improvement Option guidelines as outlined in the General Information section of the Regis University Bulletin.

COLLEGE CORE SEMINARS COURSE DESCRIPTIONS (CCS)

CCS 200. FRESHMAN WRITING SEMINAR (3). Teaches academic inquiry through critical reading, thinking, and writing. Emphasizes the integrative nature of learning and knowledge and the importance of student initiative and participation. Introduces students to the goals and ideals of Jesuit liberal arts education, especially the Core philosophy and the central question of the mission "How ought we to live?"

CCS 200A. FRESHMAN SEMINAR (3). Offers the first part of a two-semester reading, writing, and learning skills seminar designed to develop students' abilities to access themselves as learners, to think critically, and to effectively handle college-level reading and writing assignments. Instructor serves as Academic Advisor for freshman year. Taken by students admitted to the Commitment Program during the first semester of the freshman year. Not repeatable. If the course is failed, EN 203 is required.

CCS 200B. FRESHMAN SEMINAR (3). A continuation of CCS 200A, this is a reading, writing and learning skills seminar designed for Commitment Program students only. Not repeatable. If the course is failed, EN 203 is required.

CCS 300. SOPHOMORE SEMINAR (3). Asks fundamental questions about justice, diversity, and liberty in the diverse and complex society of the United States. Analyzes issues of power and privilege in contemporary society and nurtures concern for social justice. Integrates academic study with community-based service learning projects. Prerequisite(s): CCS 200.

CCS 400. JUNIOR SEMINAR (3). Cultivates an international perspective on fundamental questions about peace, security, and justice in the global community. Develops skills in research, analysis, argument, and synthesis that are essential to understanding the systems of power and privilege that determine relationships and interactions among the world's diverse cultures. Prerequisite(s): CCS 300.

CCS 450. SENIOR SEMINAR (3). Enables students in their final year at Regis to focus on the personal, professional, and ethical dimensions of life after college. Promotes communal and critical reflection on the ways in which Jesuit liberal arts education informs each individual's response to the central mission question "How ought we to live?" Prerequisite(s): CCS 400.

CCS 451. SENIOR SEMINAR: MULTICULTURAL PERSPECTIVES (3). Explores and reflects on multicultural perspectives, issues of social justice, and societal structures which impact the success of individual students and programs. Investigates and discovers threads that tie diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes.

PROGRAMS OF STUDY

ACCOUNTING

Dr. Catharyn Baird, Professor, Chairperson
Mr. Don W. Bush, Associate Professor
Mr. Thomas Edmonds, Associate Professor
Dr. Michael Polakovic, Associate Professor
Rev. J. Daniel Daly, S.J., Assistant Professor
Mr. Matthew Daly, Assistant Professor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How ought we to live?"

Division of Business Regulations

A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the specified minimum grade point requirement needs approval by the Division Director upon recommendation of the student's advisor.

A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in AC 498E-W—Internship in Accounting. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.

Students majoring/minoring in Accounting may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all students are strongly encouraged to complete an internship or to obtain equivalent work experience before graduation.

ACCOUNTING MAJOR

57 SH

Lower Division Requirements

24 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
BA 230—Introduction to Computing	3 SH

BA 250—Introduction to Business	3 SH
BA 270/MT 270—Introduction to Statistics	3 SH
BA 340—Quantitative Methods	
or	
BA 370—Intermediate Statistics	3 SH

Upper Division Requirements

33 SH

Twenty-seven (27) upper division Accounting and Business Administration courses, which must include:

AC 410A—Intermediate Accounting I	3 SH
AC 410B—Intermediate Accounting II	3 SH
AC 410C—Intermediate Accounting III	3 SH
AC 440—Cost Accounting	3 SH
AC 450A—Income Tax Accounting I	3 SH
AC 480—Auditing Principles and Procedures	3 SH
BA 420—Marketing	3 SH
BA 430—Business Finance	3 SH
BA 481A—Business Law I	3 SH

Plus six (6) upper division semester hours of Accounting elective courses selected from the following:

AC 420—Advanced Accounting	3 SH
AC 450B—Income Tax Accounting II	3 SH
AC 460—Governmental and Not-for-Profit Accounting	3 SH
AC 470—Accounting Theory	3 SH

PREPARING FOR THE CPA EXAM

The Societies of Certified Public Accountants in most states have approved a requirement that people sitting for the CPA Exam must have completed 150 hours of college level course work, but requirements do not specify which courses must be taken. It is recommended that Regis College students who plan to take the CPA Exam complete that following elective courses as part of their degree plan:

AC 420—Advanced Accounting	3 SH
AC 450B—Income Tax Accounting II	3 SH
AC 460—Governmental and Not-for-Profit Accounting	3 SH
AC 470—Accounting Theory	3 SH
BA 481B—Business Law II	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Accounting Minor

18 SH

Lower Division Requirements

6 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH

Upper Division Requirements

12 SH

Twelve (12) upper division semester hours of Accounting (AC) courses, not including AC 498-E-W—Internship in Accounting.

ACCOUNTING/MBA TRACK

The Accounting/MBA Track (AMT) constitutes a collaborative effort among the faculty of the Division of Business at Regis College and the School for Professional Studies at Regis University. This program allows students to meet the minimum educational requirements set by most State Boards of Accountancy for those who wish to take the CPA Exam. Students who complete this program receive a Bachelor of Science in Accounting degree, and a Master of Business Administration (MBA) degree with a Finance and Accounting Specialization.

Admission Requirements

Students must apply for admission to the Accounting/MBA Track when they achieve Junior standing in the University. An advisor from the Regis University MBA Program serves as the student's evaluator and makes the final decision regarding admission to the AMT. The application process includes a minimum of the following:

- a summary application
- a writing sample submission
- grade point average review
- personal interviews with the student and the student's undergraduate advisors and instructors.

Depending on the MBA advisor's evaluation, additional requirements may be imposed (e.g., taking the GMAT, taking additional courses, or additional interviews) before an admission decision is made.

Tuition and Fees

Tuition and fees for the Accounting/MBA Track are determined by both Regis College and The School for Professional Studies for their respective degrees. Students should ask their accounting advisor for details.

Accounting/MBA Major Requirements

In addition to the requirements for the undergraduate accounting major listed previously, students in the Accounting/MBA Track also complete the requirements for an MBA: Finance and Accounting Specialization found under MBA Degree Requirements in the School for Professional Studies section of this *Bulletin*.

ACCOUNTING COURSE DESCRIPTIONS (AC)

AC 320A. PRINCIPLES OF ACCOUNTING (3). Introduces basic accounting principles and procedures for sole proprietorship, partnerships and corporations.

AC 320B. PRINCIPLES OF ACCOUNTING II (3). A continuation of AC 320A. Prerequisite(s): AC 320A.

AC 410A. INTERMEDIATE ACCOUNTING I (3). Provides an in-depth study of financial accounting including theory and problems. Discusses recent developments in accounting valuation and reporting practices promulgated by the leading accounting organizations. Emphasizes assets, liabilities, shareholders equity, income determination and preparation and analysis of financial statements. Prerequisite(s): AC 320B.

AC 410B. INTERMEDIATE ACCOUNTING II (3). Provides an in-depth study of financial accounting topics, including theory and problems. Prerequisite(s): AC 410A.

AC 410C. INTERMEDIATE ACCOUNTING III (3). A continuation of AC 410A and 410B, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.) Prerequisite(s): AC 410B.

AC 420. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting, installment sales and consignments and home office and branch operations. Prerequisite(s): AC 410C.

AC 440. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasize current topics from CPA examinations. Prerequisite(s): AC 320B.

AC 450A. INCOME TAX ACCOUNTING I (3). Studies income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates and trusts. Prerequisite(s): AC 320B.

AC 450B. INCOME TAX ACCOUNTING II (3). A continuation of AC 450A. Prerequisite(s): AC 450A.

AC 460. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Prerequisite(s): AC 320B.

AC 470. ACCOUNTING THEORY (3). Examines the conceptual, institutional and policy elements of accounting and major components of generally accepted accounting principles, conventions and practices. Integrates accounting theory, institutional dimensions of accounting and their relationships with the financial reporting environment. Prerequisite(s): AC 410B.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): Senior standing and completion of eighteen (18) semester hours of accounting.

AC 490E-W. INDEPENDENT STUDY IN ACCOUNTING (1-6). Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

AC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems that arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing. Cross listing: BA 495E or EC 495E.

AC 498E-W. INTERNSHIP IN ACCOUNTING (3). Offers opportunity for faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Division of Business Regulations.

ANTHROPOLOGY

A major in Anthropology is not available.

CULTURAL ANTHROPOLOGY MINOR 15 SH

Lower Division Requirements 3 SH

AN/SO 204—Introduction to Cultural Anthropology 3 SH

Upper Division Requirements 12 SH

AN/SO 404—Methods of Social Research 3 SH

Upper Division Anthropology Electives 9 SH

ANTHROPOLOGY COURSE DESCRIPTIONS (AN)

AN 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of human life. Includes the study of cultural practices such as language, myth, gender, marriage and sexuality, and economic and political practices in different cultures of the world. Cross listing: SO 204.

AN 404. METHODS OF SOCIAL RESEARCH (3). Introduces the process of sociological and anthropological research. Includes reviewing previous research, sampling, interviewing and constructing questionnaires; and analysis and interpretation of data. Students design their own research project. Prerequisite(s): SO 200 or SO 204 or AN 204, or permission of instructor. Cross listing: SO 404.

AN 406. HISTORY OF ANTHROPOLOGICAL THEORY (3). Reviews the development of the central ideas that have shaped the emergence of anthropology as a science. The approach is critical and objective, with an emphasis on the evolution of the scope and limitations of modern theory. Prerequisite(s): SO 204 or AN 204, or permission of instructor. Cross listing: SO 406.

AN 407. INTRODUCTION TO APPLIED ANTHROPOLOGY (3). Discusses anthropology's insights on culture and research techniques as means to analyze social, political, and economic problems and develop solutions. Focuses on the ways in which applied anthropology can analyze, inform, and influence policy in the United States and abroad, demonstrating anthropology's mainstream relevance. Prerequisite(s): SO 200 and SO 204 or AN 204, or permission of instructor. Cross listing: SO 407.

AN 411. FOOD, GENDER AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food demonstrate culturally determined gender and power relations in various societies around the world. Examines various understandings of issues such as nutrition, eating disorders, body images, and gender differences around food using a cross-cultural perspective. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: SO 411 and WS 411.

AN 423. MEXICAN AMERICANS IN THE U.S. (3). Provides a general overview of Mexican Americans in the United States in contemporary society. Examines the history, culture, and past and present policies that have affected the community.

Emphasizes racism, discrimination, prejudice, internal colonialism, split labor market theory, immigration, participation in social movements, and experiences with various social institutions such as the economy, politics, media, education, and the family. Cross listing: SO 423.

AN 426. RACE AND ETHNICITY IN LATIN AMERICA (3). Explores the multiple, complex and historically changing meanings of the concepts of race and ethnicity in Latin America, and the consequences of discrimination towards specific groups based on these concepts. Regions covered will be the Caribbean, Atlantic Central America, and the Pacific, Atlantic and Andean regions of South America. Salient issues will be covered for each region. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: SO 426.

AN 461. MEXICO AND CENTRAL AMERICA (3). Studies the multiplicity of culture and linguistic groups of Mexico and Central America within modern nation-states from an anthropological perspective. Focuses on issues of gender, economic and social experiences of these groups, with special attention to their ethnic diversity and unity. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: SO 461.

AN 484. ANTHROPOLOGY OF TOURISM (3). Examines the phenomenon of tourism in relationship to modernity, authenticity, sexual and romantic tourism, ecotourism, and others. Prerequisite(s): SO 200 and SO 204 or AN 204 or permission of instructor. Cross listing: SO 484 and ENVS 484.

AN 485. ANTHROPOLOGY OF RELIGION (3). Provides an anthropological examination of religious expression in past and present societies. Includes myth, ritual, shamanism, symbolism and religious change. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Completion of Religious Studies Core required. Cross listing: RC 425E and SO 485.

ASTRONOMY

A major in Astronomy is not available.

ASTRONOMY COURSE DESCRIPTIONS (AS)

AS 250. PRINCIPLES OF ASTRONOMY (3). Provides a basic survey of the universe for non-science majors. Includes a brief history of astronomy, lunar exploration, planets, comets, asteroids, the sun, star properties, binaries, clusters and galaxies and stellar evolution. Co-requisite: AS 251. Prerequisite(s): MT 231 or quantitative skills exam.

AS 251. PRINCIPLES OF ASTRONOMY LABORATORY (1). Accompanies AS 250. Includes observations, demonstrations and student experimentation. Co-requisite: AS 250.

BIOLOGY

Dr. Joan Betz, Professor, Chairperson
 Dr. Harry Taylor, Professor
 Dr. Barbara Finney, Associate Professor
 Dr. Michael Ghedotti, Associate Professor
 Dr. Marie-dominique Franco, Assistant Professor

The Biology Department offers two degrees, a Bachelor of Science and a Bachelor of Arts in Biology. An Honors-in-Biology option is available for the Bachelor of Science degree.

The Bachelor of Science in Biology is designed to provide a broad knowledge of science including a strong background in Chemistry, Physics, and Biology. This degree is designed for those interested in pursuing advanced degrees in medicine, dentistry, veterinary science, or certain graduate programs in the natural sciences, as well as for those interested in biotechnology or various other biology-based careers.

The Honors-in-Biology option is designed to add a rigorous independent research component to the Bachelor of Science degree in Biology to better prepare students for graduate and professional schools or for research-oriented laboratory work.

The Bachelor of Arts in Biology is designed to allow flexibility while ensuring a strong background in Biology. The importance of biology in the modern world has made the combination of a strong background in biology with other fields of study a valuable endeavor. This degree is designed for those interested in pursuing advanced degrees in law, business, certain health science fields, or graduate programs outside of the natural sciences, as well for those generally interested in combining an understanding of biology with a study of fields outside of the natural sciences such as education or business. This program is particularly amenable to combination with another major or minor.

BACHELOR OF SCIENCE IN BIOLOGY MAJOR 59 SH*Lower and Upper Division Requirements 59 SH*

BL 260—Principles of Biology: Molecular and Cellular*	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic*	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
CH 350—Organic Chemistry II	3 SH
CH 351—Organic Chemistry Laboratory II	2 SH
MT 272—Statistics for the Life Sciences	3 SH

* May be taken in any sequence.

One of the following options of physics:

PH 202A—General Physics with Trigonometry I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 202B—General Physics with Trigonometry II	3 SH
PH 205B—General Physics Laboratory II	1 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH

A minimum of twenty-four (24) upper division semester hours of biology which must include:

BL 402—Principles of Ecology	3 SH
BL 403—Ecology Laboratory	1 SH
BL 414—Principles of Genetics	3 SH
BL 415—Genetics Laboratory	1 SH
BL 494—Seminar in Biology, Society and Ethics	3 SH
BL 495—Seminar in Biological Research	1 SH
Upper Division Biology Electives *	12 SH

* The Upper-Division electives must include a minimum of one (1) upper-division laboratory course.

NOTE: Students interested in medical school, dental school, veterinary school or other graduate programs should consult those schools for additional requirements.

HONORS-IN-BIOLOGY REQUIREMENTS 65 SH

Students completing the Honors-in-Biology option are required to complete the requirements listed for the Bachelor of Science in Biology Major and the following courses; however, BL 491E-W also fulfills three (3) semester hours of the upper division biology elective requirement for the Bachelor of Science in Biology Major.

BL 491E-W—Undergraduate Research in Biology	3 SH
BL 499A—Senior Thesis I*	1 SH
BL 499B—Senior Thesis II*	1 SH

* Senior Thesis is graded on a pass/no pass basis.

Candidacy must be approved by the Chairperson of the Department of Biology. The candidate must:

- 1 Select a thesis advisor and submit a preliminary thesis proposal.
- 2 Complete a long-term research project for Undergraduate Research in Biology credit over at least three semesters.
- 3 Complete Thesis I requirements which will include:
 - Submitting a detailed thesis outline to the thesis advisor and Senior Thesis I instructor before the mid-semester break.
 - Submitting a partial thesis draft including the literature review components and the Materials and Methods section(s) to the thesis advisor and Senior Thesis I instructor before the course withdrawal deadline.

4 Complete Senior Thesis II requirements by:

- Submitting a draft thesis to the thesis advisor before the mid-semester break.
- Submitting a final thesis (conforming to formatting guidelines provided by the Biology Department) for approval to an examination committee of three faculty (including the thesis advisor and at least two Regis Biology Department faculty) before the course withdrawal deadline.
- Defending his/her thesis before the examination committee in a public forum followed by a discussion with the committee.

It is recommended that students apply for candidacy in the Honors-in-Biology program in their Sophomore year.

BACHELOR OF ARTS IN BIOLOGY MAJOR 45 SH*Lower and Upper Division Requirements 45 SH*

BL 260—Principles of Biology: Molecular and Cellular*	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic*	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
MT 272—Statistics for the Life Sciences	3 SH

* May be taken in any sequence.

A minimum of twenty-four (24) upper division semester hours of biology which must include:

BL 402—Principles of Ecology	3 SH
BL 403—Ecology Laboratory	1 SH
BL 414—Principles of Genetics	3 SH
BL 415—Genetics Laboratory	1 SH
BL 489—Ethical Issues in Biology	1 SH
BL 495—Seminar in Biology	1 SH
Upper Division Biology Electives *	14 SH

* The Upper-Division electives must include a minimum of one (1) upper-division laboratory course.

NOTE: Students interested in law school, graduate programs in business, programs in health science fields, or other graduate schools should consult those schools for Additional requirements.

BIOLOGY MINOR**20 SH***Lower Division Requirements***8 SH**

BL 260—Principles of Biology: Molecular and Cellular*	3 SH
BL 261—Molecular and Cellular Biology Laboratory*	1 SH
BL 262—Principles of Biology: Organismic*	3 SH
BL 263—Organismic Biology Laboratory*	1 SH

* May be taken in any sequence.

*Upper Division Requirements***12 SH**

A minimum of twelve (12) upper division semester hours of biology which must include one (1) upper division course with accompanying laboratory.

BIOLOGY COURSE DESCRIPTIONS (BL)

BL 204E-W. TOPICS IN BIOLOGY (3). Develops course content around a central biological theme on selected topics chosen by the instructor including discussion of societal and ethical issues relevant to that topic. Topics include: Human Biology, Human Genetics, DNA and Biotechnology, and Colorado Natural History. NOTE: Designed specifically for nonscience majors to meet the Natural Science Core requirement when taken with BL 205E-W. Co-requisite: BL 205E-W.

BL 205E-W. TOPICS IN BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 204E-W. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 208. BIOLOGICAL ANTHROPOLOGY (3). Explores human biological variation and evolution. Topics include the nature of scientific inquiry, human genetics, evolutionary forces, the origin and evolution of species, measuring human variation, the fallacy of human biological races, and the fossil evidence of human evolution. Co-requisite: BL 209. NOTE: Designed for nonscience majors to meet the natural science core requirement when taken with BL 209.

BL 209. BIOLOGICAL ANTHROPOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Emphasizes the skeletal system, with examples from biological anthropology used to illustrate hypothesis testing and use of evidence in making inferences about human relationships. Co-requisite: BL 208. NOTE: One (1) three-hour laboratory per week.

BL 244. HUMAN ANATOMY AND PHYSIOLOGY: MOVEMENT AND INTEGRATION (3). Introduces the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: integumentary, musculoskeletal, nervous and special senses. Prerequisite(s): Sophomore standing and one (1) college-level natural science course recommended. Co-requisite: BL 245. NOTE: Recommended for students intending programs such as nursing or physical therapy. BL 244/245 and BL 246/247 may be taken in any sequence. Offered every Fall Semester.

BL 245. HUMAN ANATOMY AND PHYSIOLOGY: MOVEMENT AND INTEGRATION LABORATORY (1). Involves laboratory experiments demonstrating the concepts of the following human organ systems: integumentary, musculoskeletal, nervous and special senses. Requires contact with human skeletal material and cadavers. Co-requisite: BL 244. Laboratory fee required. NOTE: One three-hour laboratory per week required. Offered every Fall Semester.

BL 246. HUMAN ANATOMY AND PHYSIOLOGY: REGULATORY SYSTEMS (3).

Introduces the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: endocrine, cardiovascular, respiratory, digestive and urogenital. The homeostatic processes of metabolism, development and inheritance are included. Co-requisite: BL 247. Prerequisite(s): Sophomore standing and one (1) college-level natural science course recommended. NOTE: Recommended for students intending programs such as nursing or physical therapy. BL 244/245 and BL 246/247 may be taken in any sequence. Offered every Spring Semester.

BL 247. HUMAN ANATOMY AND PHYSIOLOGY: REGULATORY SYSTEMS LABORATORY (1).

Involves laboratory experiments demonstrating the concepts of the following human organ systems: endocrine, cardiovascular, respiratory, digestive, and urogenital. Co-requisite: BL 246. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 254. INTRODUCTION TO MEDICAL MICROBIOLOGY (3).

Surveys major groups of medically important pathogenic microorganisms, including viruses, bacteria, fungi and protozoans. Emphasizes microbiological principles, and introduces immunologic and epidemiologic concepts. Co-requisite: BL 255. NOTE: Recommended for students intending programs such as nursing. Offered every Spring Semester.

BL 255. INTRODUCTION TO MEDICAL MICROBIOLOGY LABORATORY (1).

Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 254. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 260. PRINCIPLES OF BIOLOGY: MOLECULAR AND CELLULAR (3).

Rigorous introduction to concepts of cell structure and function, basic biochemistry and metabolism, and cellular reproduction. Explores the genetic regulation of life processes, from classical to cellular to recombinant DNA. Co-requisite: BL 261. Prerequisite(s): High School Chemistry, one semester of college chemistry or permission of instructor. NOTE: Designed specifically for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical, and other pre-health-science students. BL 260/261 and BL 262/263 may be taken in any sequence. Offered every Spring Semester.

BL 261. MOLECULAR AND CELLULAR BIOLOGY LABORATORY (1).

Involves laboratory techniques accompanying and reinforcing lecture topics; introduces techniques for exploring cell structure and function, emphasizing recombinant DNA. Co-requisite: BL 260 except for students with AP high school credit for BL 260. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 262. PRINCIPLES OF BIOLOGY: ORGANISMIC (3).

Surveys the diversity of living organisms and the evolutionary and ecological processes that shape them. Explores structure, diversity, ecology, and evolutionary history of organisms. Co-requisite: BL 263. NOTE: Designed specifically for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical and other pre-health-science students. BL 260/261 and BL 262/263 may be taken in any sequence. Offered every Fall Semester.

BL 263. ORGANISMIC BIOLOGY LABORATORY (1).

Involves laboratory exercises accompanying and reinforcing lecture topics. Includes dissection of representative organisms and fieldwork. Co-requisite: BL 262 except for student with AP high school credit for BL 262. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Fall Semester.

BL 402. PRINCIPLES OF ECOLOGY (3).

Explores the interactions of organisms in the context of their biotic and abiotic environments. Examines the basic models and principles used in evolutionary, behavioral, population, community, and ecosystem ecology. Co-requisite: BL 403. Prerequisite(s): BL 260 and BL 262 and MT 272. Cross listing: ENVS 402. NOTE: Required for all Biology majors.

Co-requisite: BL 403. Prerequisite(s): BL 260 and BL 262 and MT 272. Cross listing: ENVS 402. NOTE: Required for all Biology majors.

BL 403. ECOLOGY LABORATORY (1).

Involves research design and the collection, evaluation, and statistical analysis of ecological data in computer simulations, in the laboratory and in the field. Co-requisite: BL 402. Prerequisite(s): BL 261 and BL 263 and MT 272. Cross listing: ENVS 403. Laboratory fee required. NOTE: One three-hour laboratory per week. Required for all Biology majors.

BL 404. SYSTEMATIC BIOLOGY (3).

Explores the principles and practices used by systematic biologists in their exploration of the earth's biodiversity. Addresses reconstruction of evolutionary history, species delineation, classification, taxonomy, and systematic paleontology. Includes an examination of the use of systematic biology in paleontology, conservation biology, and medicine. Prerequisite(s): BL 260 and BL 262.

BL 406. COMPARATIVE VERTEBRATE ANATOMY (3).

Explores the anatomy of vertebrates within the context of vertebrate phylogeny and development. Emphasizes comparative anatomy and development of the integumentary, skeletal, muscular, sensory, nervous, digestive, respiratory, circulatory, and urogenital systems of vertebrates. Co-requisite: BL 407. Prerequisite(s): BL 260 and BL 262.

BL 407. COMPARATIVE VERTEBRATE ANATOMY LABORATORY (1).

Involves laboratories accompanying and reinforcing lecture topics. Includes examination of skeletal specimens as well as concurrent dissection of representative vertebrates. Co-requisite: BL 406. Laboratory fee required. Prerequisite(s): BL 261 and BL 263. NOTE: One three-hour laboratory per week.

BL 410. AQUATIC AND FISHERIES ECOLOGY (3).

Explores the basic biology and ecology of freshwater and marine systems. Emphasizes the ecology of fishes, aquatic conservation, and fisheries use of aquatic resources. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 410. NOTE: Participation in one or two field trips outside of class time required.

BL 412. DEVELOPMENTAL BIOLOGY (3).

Focuses on early development in a variety of model organisms and humans. Emphasizes modern approaches to explain molecular and genetic aspects of regulative and mosaic development, differential gene expression, and morphogenesis. Co-requisite: BL 413. Prerequisite(s): BL 260 and BL 262.

BL 413. DEVELOPMENTAL BIOLOGY LABORATORY (1).

Involves laboratories accompanying and reinforcing lecture topics. Uses live model organisms and tissues to study developmental mechanisms. Co-requisite: BL 412. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 414. PRINCIPLES OF GENETICS (3).

Explores concepts of heredity, including the structure, replication, transmission and expression of genes from the DNA of chromosomes. Interprets genetic phenomena at different levels of organization, including prokaryotic and eukaryotic systems. Prerequisite(s): BL 260 and BL 262. Co-Requisite: BL 415. NOTE: Required for all Biology majors.

BL 415. GENETICS LABORATORY (1).

Involves research design and the collection, evaluation, and analysis of genetic data in computer simulations and in the laboratory. Laboratory fee required. NOTE: One (1) three-hour laboratory per week. Required for all Biology majors.

BL 418. MICROBIOLOGY (3).

Studies viruses, bacteria, archae and eukaryotic microorganisms within a broad biological perspective. Includes the growth, metabolism, genetics and ecology of microbes. Introduces concepts of immunology, epidemiology and discusses major infectious diseases caused by microorganisms. Co-requisite: BL 419. Prerequisite(s): BL 260 and BL 262; CH 250 recommended.

BL 419. MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 418. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 424. CELL BIOLOGY (3). Studies cell structure and function at the molecular level, with emphasis on eukaryotic cells. Topics include membranes and cell organelles, bioenergetics, cell cycle control, signal transduction; cell motility and shape; cell-cell interactions. Prerequisite(s): BL 260 and BL 262 and CH 250.

BL 426. TECHNIQUES IN MOLECULAR BIOLOGY (2). Emphasizes techniques and concepts of molecular biology and biochemistry using model organisms. Topics included analysis of proteins and nucleic acids, particularly recombinant DNA. Co-requisite: BL 427. Prerequisite(s): BL 260 and BL 262 and CH 350, Junior standing or permission of instructor.

BL 427. TECHNIQUES IN MOLECULAR BIOLOGY LABORATORY (2). Intensive laboratory course emphasizing techniques of molecular biology and biochemistry using model organisms. Prerequisite(s): BL 260, BL 261, BL 262, BL 263, CH 420 and CH 421. Laboratory fee required. NOTE: One (1) hour of laboratory lecture plus four (4) laboratory hours per week.

BL 430. HUMAN ECOLOGY (3). Explores the earliest forms of mankind, examining the interactions between human beings and their environments from the perspectives of evolutionary and ecological development. Studies current problems such as those associated with high population densities, modern technology, pollution, conservation and resource issues. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 430. NOTE: One or two weekend field trips required.

BL 434. TECHNIQUES IN FIELD BIOLOGY (2). Explores a variety of ecosystems and their unique characteristics. Techniques for environmental assessment and for the study of populations, animal behavior, plant communities, and other biological systems are examined. Under supervision students develop and execute research projects. Co-requisite: BL 435. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 434. NOTE: Field trips required afternoons and/or weekends.

BL 435. TECHNIQUES IN FIELD BIOLOGY LABORATORY (2). Involves field and laboratory exercises accompanying and reinforcing lecture topics. The last half of the course involves student research projects in the field laboratory. Co-requisite: BL 434. Prerequisite(s): BL 261 and BL 263. Cross listing: ENVS 435. Laboratory fee required. NOTE: Two three-hour laboratories per week.

BL 436. ANIMAL PHYSIOLOGY (3). An organ system based physiology course that explores the physical and chemical processes that operate in animals. Topics include movement, circulation, respiration, osmoregulation, digestion, neural control, hormonal control, and metabolism. Prerequisite(s): BL 260 and BL 262; CH 250 recommended.

BL 439. WILDLIFE STUDIES (3). Focuses on wildlife biology and ecology and introduces wildlife management techniques. Explores such topics as wildlife nutrition, disease and habitat requirements, conservation issues, wildlife law and law enforcement. Team and individual projects required. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 439.

BL 440. MAMMALOGY (3). Explores the essential features of mammalian anatomy, physiology, ecology, patterns of behavior, distribution, taxonomy and evolution. Co-requisite: BL 441. Prerequisite(s): BL 260 and BL 262.

BL 441. MAMMALOGY LABORATORY (1). Includes laboratory and field exercises accompanying and reinforcing lecture topics, including some dissection, the identification of Colorado mammals, and occasional field trips. Co-requisite: BL 440.

Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 448. BOTANY (3). Explores the evolution, taxonomy, anatomy, morphology, ecology, and physiology of plants emphasizing the native plants of Colorado. Co-requisite: BL 449. Prerequisite(s): BL 260 and BL 262.

BL 449. BOTANY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Includes a brief introduction to identification of common Colorado flora. Co-requisite: BL 448. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 450. INVESTIGATIVE BIOLOGY (3). Examines methods for undertaking original research in an active learning environment. Students gain experience in recognizing research problems, posing appropriate questions, developing observational or experimental tactics, acquiring data (evidence), using computers for data processing and statistical analysis, and using the primary literature. Students will use data from an actual research project and communicate the findings in the format of a scientific paper. Co-requisite: BL 451. Prerequisite(s): BL 260 and BL 262; MT 270 or equivalent and Junior standing. NOTE: Required for all Biology majors.

BL 451. INVESTIGATIVE BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Students use computers for data processing and statistical analysis. Co-requisite: BL 450. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week. Required for all Biology majors.

BL 452A. BIOCHEMISTRY I (3). Introduces the structure and function of proteins. Includes an in depth study of enzyme kinetics and specificity, the thermodynamics of biological systems and introduces metabolic processes. Prerequisite(s): CH 460. NOTE: CH 430A recommended. Cross listing: CH 452A.

BL 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and oxidative phosphorylation. Includes fatty acid breakdown, lipid biosyntheses, nucleic acid structure and molecular evolution. Optional Co-requisite: CH 453. Prerequisite(s): BL 452A. Cross listing: CH 452B.

BL 458. ANIMAL BEHAVIOR (3). Explores the evolutionary bases of animal behavior, communication, the relationship between social structure and behavior, conflict resolution, reproductive and parental behavior, learning and experience and the influences of heredity and environment on behavioral patterns. Co-requisite: BL 459 (optional). Prerequisite(s): BL 260 and BL 262. NOTE: Research presentation required.

BL 459. ANIMAL BEHAVIOR LABORATORY (1). Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Co-requisite: BL 458. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 464. EVOLUTION (3). Explores concepts of evolution as a process of discovery. Topics include biological diversity, classification and phylogeny, genetic and phenotypic variation, evolutionary forces, character evolution, species concepts, specialization, and human variation and evolution. Prerequisite(s): BL 260 and BL 262.

BL 466. IMMUNOLOGY (3). Explores the human immune system and immunopathology by presenting concepts of the activation and regulation of the immune response. Co-requisite: BL 467. Prerequisite(s): BL 260 and BL 262; CH 250 recommended. NOTE: May include field trips to research facilities.

BL 467. IMMUNOLOGY LABORATORY (2). Focuses on animal models to explore the healthy and diseased human immune system. Current technologies in molecular and cellular biology will be used. Co-requisite: BL 466. Prerequisite(s): BL 261 and BL 263; CH 251 recommended. Laboratory fee required. NOTE: One (1) hour of laboratory lecture plus four (4) laboratory hours per week.

BL 468. MOLECULAR, CELLULAR AND DEVELOPMENTAL NEUROBIOLOGY (3). Focuses on the molecular, cellular and developmental processes underlying central and peripheral nervous system development leading to neural functioning. Topics include patterning of the nervous system, birth and death of neurons, guidance of nerve processes to their targets and maintenance and plasticity of synaptic connections. Prerequisite(s): BL 260 and BL 262 and CH 250 recommended. Cross listing: NS 468.

BL 476. COLORADO NATURAL HISTORY (3). Explores the variety of climates, ecosystems and organisms found in Colorado. Covers the mammals, birds, reptiles, amphibians, game fishes, invertebrates, and common plants of Colorado as well as basic weather phenomena. Co-requisite: BL 477. Prerequisite(s): BL 260 and BL 262.

BL 477. COLORADO NATURAL HISTORY LABORATORY (1). Involves field and laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 476. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: May involve weekend field trips.

BL 481E-W. SPECIAL TOPICS IN BIOLOGY (1-4). Explores selected topics in the field of biology not normally covered in regular course offerings. Course format varies according to topics selected. Prerequisite(s): BL 260 and BL 262. NOTE: Certain topics may include a laboratory, which will require prerequisites of BL 261 and BL 263 plus laboratory fee.

BL 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: BL 486. Prerequisite(s): BL 260 and BL 262, or permission of instructor. Cross listing: NS 485 and PY 485.

BL 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulation of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-requisite: BL 485. Cross listing: NS 486 and PY 486. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 489. ETHICAL ISSUES IN BIOLOGY (1). Explores ethical issues facing today's biologists and society as a whole. Topics may include genetic testing, genetic engineering, cloning, animal rights, human behavioral determinism, and environmental ethics. Taught in a discussion-based format. Prerequisite(s): BL 260, BL 262, two 400-level Biology lecture courses and Sophomore standing. NOTE: May require service learning outside of class time.

BL 490E-W. INDEPENDENT STUDY IN BIOLOGY (1-3). Offers an opportunity for advanced study of independent topics in biology. Prerequisite(s): BL 260 and BL 262, permission of instructor and approval of Department Chair. NOTE: A maximum of 3 SH may be used to satisfy requirements for major or minor.

BL 491E-W. UNDERGRADUATE RESEARCH IN BIOLOGY (1). Offers an opportunity for laboratory or field research under faculty direction. Requires oral or poster presentation. Prerequisite(s): BL 260, BL 261, BL 262, BL 263, Sophomore standing or permission of instructor. NOTE: Requires a time commitment of approximately 4-8 hours

per week. Does not satisfy the upper division laboratory requirements for any major or minor.

BL 494. SEMINAR IN BIOLOGY, SOCIETY AND ETHICS (3). Explores topics focused on the historical development of a biological idea or disciplinary area, the role of cultural perspectives in biology, or ethical controversies in biology. Topics are determined each semester. Prerequisite(s): BL 260 and BL 262. Junior standing. NOTE: Required for all Biology majors.

BL 495. SEMINAR IN BIOLOGICAL RESEARCH (1). Explores the most current discoveries in biology. Emphasizes reading, interpretation and presentation of articles from the primary scientific literature, covering a broad range of biological topics. Includes resume and cover letter construction. Prerequisite(s): BL 260 and BL 262, Junior standing. NOTE: Required for all Biology majors.

BL 498E-W. INTERNSHIP IN BIOLOGY (3). Provides faculty-directed practical experience in a working environment outside of Regis University. Requires 30 minute oral presentation to department at conclusion of semester. Prerequisite(s): BL 260 and BL 262, Junior standing, permission of instructor and approval of Department Chair and Director of Experiential Education. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a Bachelor of Science in Biology or a biology minor.

BL 499A. SENIOR THESIS I (1). Involves the first steps in writing an Honors-in-Biology thesis based on independent research. Prerequisite(s): BL 491E-W. Senior standing and approval of Department Chair. Pass/No Pass Grading only.

BL 499B. SENIOR THESIS II (1). Involves completion of the Honors-in-Biology thesis and an oral defense of the thesis. Prerequisite(s): BL 499A. Senior standing and approval of Department Chair. Pass/No Pass Grading only.

BUSINESS ADMINISTRATION

Dr. Catharyn Baird, Professor, Chairperson
Dr. Aimee Wheaton, Associate Professor
Dr. Robin Koenigsberg, Assistant Professor
Ms. Christina McCale, Instructor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves, "How ought we to live?"

Division of Business Regulations

A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement needs approval of the Division Director upon recommendation of the student's advisor.

A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in BA 498E-W—Internship in Business. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.

Students who major or minor in Business Administration may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all students are strongly encouraged to complete an internship or to obtain equivalent work experience before graduation.

BUSINESS ADMINISTRATION MAJOR 51 SH**Lower Division Requirements 24 SH**

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
BA 230—Introduction to Computing	3 SH
BA 250—Introduction to Business	3 SH
BA 270/MT 270—Introduction to Statistics	3 SH
BA 340—Quantitative Methods	
or	
BA 370—Intermediate Statistics	3 SH

Upper Division Requirements 27 SH

Eighteen (18) upper division semester hours of Business Administration courses, which must include:

BA 420—Marketing	3 SH
BA 430—Business Finance	3 SH
BA 461—Management	3 SH
BA 475—Business Policy and Strategy	3 SH
BA 481A—Business Law I	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Plus nine (9) upper division semester hours in an area of specialization selected from the following:

MARKETING 9 SH

BA 421—Marketing and Management Policies	3 SH
BA 425—Consumer Behavior	3 SH
BA 428—International Marketing	3 SH

FINANCE 9 SH

BA 433—Money and Banking	3 SH
BA 435—Fundamentals of Investments	3 SH
BA 442—Personal Financial Management	3 SH
BA 470—Principles of Real Estate	3 SH
BA 494—International Economics	3 SH

MANAGEMENT 9 SH

BA 452—Management of Human Resources	3 SH
BA 453—Gender Issues in Organizations	3 SH
BA 454—Organizational Behavior	3 SH
BA 463—Issues in Management	3 SH
BA 469—International Management	3 SH
BA 491—Public Policy Toward Business	3 SH

INTERNATIONAL BUSINESS 9 SH

BA 428—International Marketing	3 SH
BA 469—International Management	3 SH
BA 494—International Economics	3 SH
BA 494E-W—Seminar in International Business	3 SH

MANAGEMENT INFORMATION SYSTEMS 9 SH

Nine (9) semester hours selected from upper division Business Administration (BA) and Computer Science (CS) courses in consultation with the major advisor.

GENERAL BUSINESS 9 SH

Nine (9) semester hours selected from upper division Business Administration (BA) courses and in consultation with the major advisor. BA 498E-W cannot be used to fulfill major requirements.

BUSINESS ADMINISTRATION MINOR 15 SH**Lower Division Requirements 3 SH**

BA 250—Introduction to Business	3 SH
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Upper Division Requirements 12 SH

Twelve (12) semester hours in an area of specialization selected from the following:

MARKETING 12 SH

BA 420—Marketing	3 SH
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Plus nine (9) semester hours selected from the following:

BA 421—Marketing and Management Policies	3 SH
BA 425—Consumer Behavior	3 SH
BA 428—International Marketing	3 SH

FINANCE 12 SH

BA 430—Business Finance 3 SH

Plus nine (9) semester hours selected from the following:

BA 433—Money and Banking 3 SH
 BA 435—Fundamentals of Investments 3 SH
 BA 442—Personal Financial Management 3 SH
 BA 470—Principles of Real Estate 3 SH

MANAGEMENT 12 SH

BA 461—Management 3 SH

Plus nine (9) semester hours selected from the following:

BA 452—Management of Human Resources 3 SH
 BA 453—Gender Issues in Organizations 3 SH
 BA 454—Organizational Behavior 3 SH
 BA 463—Issues in Management 3 SH
 BA 469—International Management 3 SH
 BA 491—Public Policy Toward Business 3 SH

INTERNATIONAL BUSINESS 12 SH

Three (3) semester hours selected from the following:

BA 420—Marketing 3 SH
 BA 430—Business Finance 3 SH
 BA 461—Management 3 SH
 BA 475—Business Policy and Strategy 3 SH
 BA 481A—Business Law I 3 SH
 BA 495E—Ethical Decision Making in Business 3 SH

Plus nine (9) semester hours selected from the following:

BA 428—International Marketing 3 SH
 BA 469—International Management 3 SH
 BA 494—International Economics 3 SH
 BA 494E-W—Seminar in International Business 3 SH

GENERAL BUSINESS 12 SH

Twelve (12) semester hours selected from upper division Business Administration (BA) courses in consultation with the major advisor. BA 498E-W cannot be used to fulfill minor requirements.

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS (BA)

BA 230. INTRODUCTION TO COMPUTING (3). Introduces personal computers and the disk operating system. Develops skills using word processing, spreadsheets and database management. Emphasizes applications for Business, Accounting and Economics.

BA 250. INTRODUCTION TO BUSINESS (3). Explores the contemporary business environment by introducing fundamental business concepts including ethics, interna-

tional business, management, marketing and finance. Provides a solid foundation for future business courses and will assist in understanding current business activities.

BA 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics. Prerequisite(s): Two (2) years of High School Algebra required. Cross listing: MT 270.

BA 340. QUANTITATIVE METHODS (3). Introduces operations research. Emphasizes decision making under conditions of uncertainty, linear programming, regression models, PERT and CPM, and other quantitative techniques used in a typical business setting. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of Instructor. Cross listing: MT 340.

BA 370. INTERMEDIATE STATISTICS (3). Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, and n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: MT 370 and PY 370.

BA 401. PSYCHOLOGY OF BUSINESS AND INDUSTRY (3). Studies principles of psychology as applied to selected problems in the area of business and industry. Cross listing: PY 418.

BA 402. BUSINESS CYCLES AND FORECASTING (3). Examines theoretical explanations of economics growth in advanced industrial economic systems and the causes of cyclical deviations from the growth trend. Covers forecasting national income and national product aggregates and emphasizes the use of forecasting techniques. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 460.

BA 403. INTERNET MARKETING (3). Introduces and develops marketing concepts for the Internet, using effective theory and practical business techniques. Examines Internet related languages and applications software. Prerequisite(s): BA 250 and Junior standing.

BA 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership. Prerequisite(s): BA 461.

BA 413. INTERNET MANAGEMENT (3). Focuses on managing Internet resources and information systems project management. Introduces prevalent web related languages such as HTML, Java Script, and XML. Prerequisite(s): BA 250 and Junior standing.

BA 415. CORPORATE INSURANCE AND RISK (3). Examines ways in which insurance can be used by firms in creative, new ways to limit financial risk for small and large corporations. Brings a financial orientation to traditional insurance instruments in creating ways to protect shareholders against claims for errors or mismanagement by directors and officers. Prerequisite(s): BA 430

BA 420. MARKETING (3). Studies the macro and micro marketing systems and institutions, domestically and internationally. Includes marketing's role in the global economy and marketing in the United States emphasizing the development of marketing strategies and marketing mixes. Prerequisite(s): BA 250 and Junior standing.

BA 421. MARKETING AND MANAGEMENT POLICIES (3). Analyzes the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies and choice of a channel of distribution. Prerequisite(s): BA 420

BA 423. MARKETING RESEARCH (3). Familiarizes student with the basic objectives, techniques, and applications of market research used in a modern business environment. Develops proficiency in acquisition, analysis and interpretation of market information for business decisions. Prerequisite(s): BA 250, BA 420 and Junior standing.

BA 425. CONSUMER BEHAVIOR (3). Students analyze the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 428. INTERNATIONAL MARKETING (3). Examines the scope and challenge of marketing goods and services in foreign countries; and the cultural, legal, political, geographic, technological and economic influences on international marketing. Includes establishing markets, market research, distribution channels, export processes and marketing strategies. Prerequisite(s): BA 420 and Junior standing.

BA 430. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): BA 230, BA 250, AC 320A and AC 320B and Junior standing.

BA 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 420.

BA 434. SALES (3). Provides an in-depth understanding of the sales process. Focuses on individual salesperson and sales management perspectives. Includes an appreciation of the individual selling function, types of selling (direct, telemarketing, mail, business to business and retail). Prerequisite(s): BA 250, BA 420 and Junior standing.

BA 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 230, BA 430, AC 320A and AC 320B.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 440.

BA 442. PERSONAL FINANCIAL MANAGEMENT (3). Examines the field of personal financial management and planning. Includes setting financial goals and planning for education, retirement, estates and insurance, and the tax effects of different financial choices. Explores the role of the professional financial planner in helping individuals to make financial decisions. Prerequisite(s): BA 250 and Junior standing.

BA 445. EMPLOYMENT LAW AND POLICY (3). Surveys the impact of state and federal employment laws on the organization. Examines both the history of and resistance to focus—not legal focus per se. Provides a chronicle examination of the laws that were passed, and the resistance to the legislation. Explores what was happening in the community that made the laws necessary, what values are reflected in the law, and whether the law is adequate to balance the needs of the employer and employee. Prerequisite(s): BA 250 and BA 461, Junior standing required. Cross listing: PJ 445 and WS 445.

BA 452. MANAGEMENT OF HUMAN RESOURCES (3). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force and the development and management of human resources. Studies creating a favorable work environment, including management and labor relations, remuneration and security for employees. Prerequisite(s): BA 461.

BA 453. GENDER ISSUES IN ORGANIZATION (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or Permission of instructor. Cross listing: WS 453.

BA 454. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Prerequisite(s): BA 461.

BA 458. PROJECT MANAGEMENT (3). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing, and budgeting.

BA 461. MANAGEMENT (3). Provides comprehensive coverage of managerial principles applicable to numerous activities through a study of the fundamental functions of management. Studies recent developments and their effect upon management and management techniques. Prerequisite(s): BA 250 and Junior standing.

BA 462. MANAGING SMALL BUSINESS (3). Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business. Prerequisite(s): BA 461.

BA 463. ISSUES IN MANAGEMENT (3). Provides an overview of new developments in management, emphasizing interdisciplinary influences on organizational theory. Includes new paradigms, organizational culture, changing gender roles, organizational change and renewal. Prerequisite(s): BA 461.

BA 468. INTERNATIONAL BUSINESS (3). Explores scopes and challenges of doing business, including marketing goods and services in foreign markets. Addresses cultural, legal, political, geographic, technological and economic (standard of living) influence management, organizational and marketing practice. Examines the establishment of markets, research, distribution channels export processes. Prerequisite(s): BA 250 and Junior standing.

BA 469. INTERNATIONAL MANAGEMENT (3). Studies the history and evolution of international business, the international environment, and the development, organization and structure of the international organization. Includes cultural differences and business-governmental relations. Prerequisite(s): BA 461.

BA 470. PRINCIPLES OF REAL ESTATE (3). Studies laws governing real estate transactions, property appraisal, acquisition and sale of both residential and commercial property and property management. Prerequisite(s): AC 320A and AC 320B.

BA 472. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers

and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: EC 470, ENVS 470 and PJ 470.

BA 475. BUSINESS POLICY AND STRATEGY (3). This capstone course for Business Administration majors, addresses the business firm in its totality as a functioning entity in its environment, both global and local. Analyzes actual policies and strategies of existing firms. Prerequisite(s): BA 420, BA 430, BA 461 and Senior standing.

BA 481A. BUSINESS LAW I (3). Explores the foundations of law. Studies the fundamentals of contract law as applied in sales and employment contexts as well as agency law. Prerequisite(s): BA 250 and Junior standing.

BA 481B. BUSINESS LAW II (3). Studies law applicable to commercial paper, security devices, partnerships, corporations, real property, estates and bankruptcy. Prerequisite(s): BA 481A.

BA 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community world views and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic world view and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 484, PJ 484 and CAS 460G.

BA 490E-W. INDEPENDENT STUDY IN BUSINESS (1-6). Enables students to pursue special topics of interest not covered in regularly offered courses. Developed under the direction of a faculty member. Regis College Prerequisite(s): Junior standing and approval of Division Director.

BA 494. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 481.

BA 494E-W SEMINAR IN INTERNATIONAL BUSINESS (3). Analyzes trends and issues in international business of current significance. Topics vary with each offering. Prerequisite(s): BA 250 and Junior standing.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing. Cross listing: AC 495E or EC 495E.

BA 498E-W. INTERNSHIP IN BUSINESS (3). Provides faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Regis College, Division of Business Regulations.

CATHOLIC STUDIES

Dr. Thomas B. Leininger, Director

A major in Catholic Studies is not available.

The Catholic Studies Program seeks to develop interdisciplinary understanding of the Catholic Christian tradition in relation to human culture. The courses examine historical and/or contemporary relationships between Catholic tradition and intellectual thought, society, politics, morality, spirituality, economics, science, media, literature, the arts, and other dimensions of culture.

CATHOLIC STUDIES MINOR 15 SH

Lower Division Requirements 3 SH

CAS 300E-W—Foundations of Catholic Traditions 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Catholic Studies courses selected with the approval of the major advisor.

CATHOLIC STUDIES COURSE DESCRIPTIONS (CAS)

CAS 300E-W. FOUNDATIONS OF CATHOLIC TRADITION (3). An interdisciplinary overview of the sources and contributions of the Catholic religious tradition. Investigates historical roots and cultural adaptations from its beginning to today's global setting. Focuses on developments in philosophy, theology, literature, the arts as well as the influence of political and social thought and institutions.

CAS 400E-W. THE CATHOLIC INTELLECTUAL TRADITION (3). Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason, the place of culture in Christian evangelization, spirituality and autobiography. Emphasizes the study of primary texts.

CAS 410E-W. THE ARTS IN CATHOLIC TRADITION (3). Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful, the history of Christian iconography, or specific media of expression (e.g., performing, visual arts, liturgical arts). Examines the spiritual power of the aesthetic experience.

CAS 420E-W. CATHOLIC TRADITION IN SOCIETY AND CULTURE (3). Explores the relationship between Catholic thought and practice and social or cultural phenomena in various cultures or time periods. The approach can be from different disciplines such as sociology, anthropology, media studies, and history.

CAS 430E-W. CATHOLIC TRADITION AND NATURAL SCIENCE (3). Explores Catholic thought on the natural sciences. Addresses such topics as the theory of evolution, the role of Greek philosophy and science in the development of Catholic thought, the impact of Catholic thinkers on the history of science, controversies between the Church and the sciences, moral issues arising from technological development.

CAS 440E-W. CATHOLIC RELIGIOUS AND SPIRITUAL TRADITIONS (3). Explores Catholic Christian spiritual experiences and practices focusing on particular contributors (e.g., Benedict, Ignatius Loyola, Teresa of Avila), or particular forms of spiritual practice (e.g., mystical, monastic, Ignatian) or particular spiritual disciplines (e.g., contemplation, activism, liturgical).

CAS 450E-W. HISTORICAL THEMES IN CATHOLIC TRADITION (3). Studies historical themes, figures, movements or periods that shaped or were shaped by Catholic thought or practice.

CAS 460E-W. PEACE AND JUSTICE IN CATHOLIC TRADITION (3). Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g., liberation, peace activism, church-state relations, political freedom), figures who have enacted Catholic teaching (e.g., Francis of Assisi, Dorothy Day), or issues (e.g., economic justice, military services, international aid). Examines biblical, papal, conciliar and theological documents.

CAS 498E-W. CATHOLIC STUDIES INTERNSHIP (3). Offers an opportunity to explore Catholic Studies in its practical application to various working areas of contemporary Catholicism. Requires students to reflect critically and constructively on the experience. Prerequisite(s): CAS 300. Approval of Department Chair required.

CHEMISTRY

Dr. Surendra Mahapatro, Chairperson
Dr. Stephen Cartier, Associate Professor
Dr. Denise Guinn, Associate Professor
Dr. Kimberley Waldron, Associate Professor

DEPARTMENTAL INFORMATION

The Department of Chemistry offers two majors: a major in Chemistry and a major in Biochemistry. Both majors also include an honors track: ACS-approved Chemistry and ACS-approved Biochemistry. The curriculum in both majors follows the guidelines recommended by the American Chemical Society (ACS).

The Traditional Chemistry major is designed for the liberal arts student who seeks an appreciation of chemistry but does not intend to pursue advanced studies or employment in the field. This track has an nineteen (19) upper division hour requirement. There are also fifteen (15) hours of lower division chemistry prerequisites for this major, in addition to eight (8) hours of lower division physics and up to eight (8) hours of calculus.

The ACS-approved Chemistry major is designed for students planning to enter graduate or professional school and/or professional employment in the chemical industry. This track has a twenty-five (25) upper division hour requirement and follows the curriculum guidelines established by the American Chemical Society (ACS). This program includes a capstone research experience (CH 499E-W) as part of the requirements. There are also fifteen (15) hours of lower division chemistry prerequisites for this major, in addition to eight (8) hours of lower division physics and up to eight (8) hours of calculus.

The major in Biochemistry is designed for students who are interested in this sub-discipline of chemistry and would like to combine their biochemistry degree with either a minor or major in biology. A minor in biology is a requirements for the B.A. in biochemistry. This degree program is designed to prepare students for graduate or medical school and for employment in the biotech-

nology industry. This degree program requires twenty-one (21) upper division hours in chemistry and twelve (12) upper division hours in biology. This program follows the curriculum guidelines recommended by the American Society for Biochemistry and Molecular Biology (ASBMB). There are also fifteen (15) hours of lower division chemistry prerequisites for this major, in addition to eight (8) hours of lower division physics, eight (8) hours of lower division biology, and up to eight (8) hours of calculus.

The ACS-approved Biochemistry major follows the guidelines established by the American Chemical Society (ACS) in addition to the ASBMB. This degree program requires twenty-five (25) upper division hours in chemistry and twelve (12) upper division hours in biology. This program includes a capstone research experience (CH 499E-W) as part of the requirements. There are fifteen (15) hours of lower division chemistry prerequisites for this major, in addition to eight (8) hours of lower division physics, eight (8) hours of lower division biology, and up to eight (8) hours of calculus.

The minimum passing grade for any course taken towards satisfying the Chemistry or Biochemistry major is a "C-". This standard applies to all lower and upper division chemistry courses and all other courses required for the major. Also, a grade of "C-" or better is required in all prerequisite courses in order to enroll in subsequent courses.

BACHELOR OF SCIENCE IN CHEMISTRY 50 SH

Lower Division Requirements 31 SH

CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
MT 360A—Calculus I*	4 SH
MT 360B—Calculus II*	4 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH

* Prerequisite may be required depending upon mathematics placement.

Upper Division Requirements 19 SH

Nineteen (19) upper division semester hours of Chemistry courses, which must include:

CH 420—Organic Chemistry II	3 SH
CH 421—Organic Chemistry Laboratory II	2 SH
CH 424—Analytical Chemistry	3 SH
CH 425—Advanced Laboratory I	2 SH
CH 430A—Physical Chemistry I	3 SH
CH 466—Modern Inorganic Chemistry	3 SH
Upper Division Chemistry Electives	3 SH

BACHELOR OF SCIENCE IN CHEMISTRY – ACS CERTIFIED**56 SH**

In addition to the lower and upper division requirements listed previously, students must complete a total of twenty-five (25) upper division semester hours of chemistry courses, which must also include:

CH 427—Advanced Laboratory II	2 SH
CH 430B—Physical Chemistry II	3 SH
CH 499E-W—Capstone Research Experience*	1 SH

* Approval of Chemistry Department Committee required.

CHEMISTRY MINOR**35 SH***Lower Division Requirements* **23 SH**

CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
MT 360A—Calculus I or equivalent*	4 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH

* Prerequisites may be required depending upon mathematics placement.

Upper Division Requirements **12 SH**

Twelve (12) upper division semester hours, which must include:

CH 420—Organic Chemistry II	3 SH
CH 421—Organic Chemistry Laboratory II	2 SH

BIOCHEMISTRY

The Bachelor of Science with majors in Biochemistry and ACS-approved Biochemistry are offered by the Department of Chemistry. These programs are designed for students who are interested in this sub-discipline of chemistry and would like to combine their biochemistry degree with either a minor or major in biology. A minor in biology is a requirement for the degree.

These degree programs are designed to prepare students for graduate or medical school and/or employment in the biotechnology industry. The Bachelor of Science degree in Biochemistry requires twenty-one (21) upper division hours in chemistry and twelve (12) upper division hours in biology. This program follows the curriculum guidelines recommended by the American Society for Biochemistry and Molecular Biology (ASBMB). The Bachelor of Science degree in Biochemistry with ACS certification follows the guidelines established by the American Chemical Society (ACS) as well as the ASBMB.

The Biochemistry programs are designed for students who are interested in an integrated chemistry/biology curriculum that brings together the study of the following: fundamental chemical principles; biophysical and structural chemistry of biomolecules

with an emphasis on proteins and nucleic acids; new DNA cloning and gene modeling and computational biochemistry; and advanced topics in biology such as genetics, microbiology and immunology.

BACHELOR OF SCIENCE IN BIOCHEMISTRY**60 SH***Lower Division Requirements***39 SH**

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic*	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
MT 360A—Calculus I*	4 SH
MT 360B—Calculus II*	4 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH

* Prerequisites may be required depending upon Mathematics placement.

*Upper Division Requirements***21 SH**

CH 420—Organic Chemistry II	3 SH
CH 421—Organic Chemistry Laboratory II	2 SH
CH 425—Advanced Laboratory I	2 SH
CH 430A—Physical Chemistry I	3 SH
CH 452A—Biochemistry I	3 SH
CH 452B—Biochemistry II	3 SH
CH 453—Biochemistry Laboratory	2 SH
Upper Division Electives	3 SH

Students majoring in Biochemistry are required to complete a minor or a second major in Biology or Neuroscience. Upper division course work in Biology must include:

BL 427—Techniques in Molecular Biology Laboratory	2 SH
Upper Division Biology Electives	10 SH

Students are strongly encouraged to include one or more of the following courses to fulfill the upper division Biology electives in the major or minor:

BL 414—Principles of Genetics	3 SH
BL 415—Principles of Genetics Laboratory	1 SH
BL 418—Microbiology	3 SH
BL 419—Microbiology Laboratory	1 SH
BL 466—Immunology and Immune Diseases	3 SH

BACHELOR OF SCIENCE IN BIOCHEMISTRY – ACS CERTIFIED 64 SH

In addition to the lower and upper division requirements listed previously, students must complete twenty-five (25) upper division semester hours of chemistry courses, which include:

BL 499E-W—Capstone Research Experience	1 SH
CH 424—Analytical Chemistry	3 SH

CHEMISTRY COURSE DESCRIPTIONS (CH)

CH 200 E-W. CHEMISTRY IN CONTEXT (3). Develops around a central chemical theme on selected topics chosen by the instructor. NOTE: Designed specifically for non-science majors to meet the Natural Science Core requirement when taken with CH 201 E-W.

CH 201 E-W. CHEMISTRY IN CONTEXT LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. May be used to fulfill the Natural Science Core requirement.

CH 202. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY (3). Provides a qualitative introduction to the chemical aspects of environmental and social issues for the non-science student. Includes the role of science and technology, water and air pollution, conventional and alternate energy sources, nuclear power and selected topics relating to local and global issues in energy and the environment. Co-requisite: CH 203.

CH 203. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: CH 202. Laboratory fee required. NOTE: One three-hour laboratory period.

CH 206A. CHEMISTRY FOR HEALTH RELATED SCIENCES (3). A descriptive introduction to the fundamentals of chemistry with emphasis on atomic structure, chemical bonding and reactions and the properties of various states of matter. This is followed by a brief treatment of the chemistry of selected elements and compounds, especially those pertaining to biological systems. Co-requisite: CH 207A. Prerequisite(s): Adequate preparation in high school mathematics. NOTE: Designed for health care programs and also fulfills Natural Science Core requirements. Offered every Fall Semester.

CH 207A. CHEMISTRY FOR HEALTH RELATED SCIENCES LABORATORY (1). Involves laboratory experiments accompanying CH 206A. Co-requisite: CH 206A. Laboratory fee required. NOTE: One three-hour laboratory per week.

CH 210. PRINCIPLES OF CHEMISTRY I (4). Introduces chemical and physical properties of matter, atomic structure, stoichiometry, periodicity, chemical bonding, molecular geometry, thermodynamics and aqueous chemistry. Co-requisite: CH 211. NOTE: A strong background in Algebra is essential.

CH 211. PRINCIPLES OF CHEMISTRY LABORATORY I (1). Introduces fundamental laboratory techniques including chromatography, chemical synthesis, spectroscopy and acid/base chemistry. Co-requisite: CH 210 or CH 220. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Fall Semester.

CH 220. HONORS PRINCIPLES OF CHEMISTRY (4). Intended for students with good high school background in math and chemistry. Course topics are similar to CH 210, but with more in-depth coverage. Additional chemistry topics are included, such as nuclear chemistry and thermodynamics. Co-requisite: CH 211. NOTE: By invitation only. Not part of the Honors Program.

CH 230. PRINCIPLES OF CHEMISTRY II (4). Continuation of CH 210. Examines the following fundamental chemical principles: equilibrium theory; acid-based chemistry; chemical kinetics; thermodynamics; and electrochemistry. Additional special topics may include transition metal chemistry, the chemistry of new materials, nuclear chemistry, and geochemistry. Co-requisite: CH 231. Prerequisite(s): CH 210 or permission of instructor required.

CH 231. PRINCIPLES OF CHEMISTRY LABORATORY II (1). A continuation of fundamental lab techniques including chromatography, chemical synthesis, spectroscopy, and acid/base chemistry. Co-requisite: CH 230. Prerequisite(s): CH 211 or permission of instructor required.

CH 250. ORGANIC CHEMISTRY I (4). Studies the molecular structure of organic compounds, their functional groups, physical properties, and the relationship between structure and reactivity. Introduces the principles of reaction thermo-dynamics and kinetics. Co-requisite: CH 251. Prerequisite(s): CH 210 or CH 220. NOTE: Offered every Spring Semester.

CH 251. ORGANIC CHEMISTRY LABORATORY I (1). Investigates techniques used to separate, purify and identify organic compounds. Laboratory fee required. Co-requisite: CH 250. Prerequisite(s): CH 211. NOTE: One three-hour laboratory per week.

CH 350. ORGANIC CHEMISTRY II (3). Comprehensive survey of organic chemical reactions, based on common mechanisms. Introduces biomolecules: peptides, carbohydrates, and nucleic acids in addition to multi-step organic syntheses. Co-requisite: CH 351. Prerequisite(s): CH 250. NOTE: Offered every Fall Semester.

CH 351. ORGANIC CHEMISTRY LABORATORY II (2). Involves synthesis of selected organic compounds and identification of compounds by spectroscopic methods. Co-requisite: CH 350. Prerequisite(s): CH 251. Laboratory fee required. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every Fall Semester.

CH 420. ORGANIC CHEMISTRY II (3). Comprehensive survey of organic chemical reactions and their mechanisms. Covers spectroscopic techniques including NMR, IR, and MS. Introduces biomolecules such as peptides, carbohydrates, lipids, and nucleic acids. Includes multi-step organic synthesis. Co-requisite: CH 421. Prerequisite(s): CH 250.

CH 421. ORGANIC CHEMISTRY LABORATORY II (2). Synthesis of selected organic compounds and identification by spectroscopic methods. Includes multi-step organic synthesis. Co-requisite: CH 420. Prerequisite(s): CH 251.

CH 424. ANALYTICAL CHEMISTRY (3). Emphasizes the principles and methodologies of modern chemical analysis, including aqueous equilibria electrochemistry and chromatography. Prerequisite(s): CH 460.

CH 425. ADVANCED LABORATORY I (2). Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in Advanced Laboratory II. Prerequisite(s): CH 461. Laboratory fee required. NOTE: Advanced Laboratory I and II are not part of a sequence and may be taken in either order. One hour of laboratory lecture plus five laboratory hours per week.

CH 427. ADVANCED LABORATORY II (2). Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in Advanced Lab I. Prerequisite(s): CH 461. NOTE: Advanced Lab I and II are not part of a sequence and may be taken in either order.

CH 430A. PHYSICAL CHEMISTRY I (3). Studies ideal and real gas behavior, concepts of thermodynamics, chemical equilibrium and phase equilibria. Prerequisite(s): PH 204B and CH 460 and MT 360B. NOTE: MT 360C recommended.

CH 430B. PHYSICAL CHEMISTRY II (3). Studies chemical kinetics, electrochemistry, kinetic molecular theory, photochemistry, atomic and molecular structure. Prerequisite(s): CH 430A. NOTE: Offered every Spring Semester.

CH 448. ADVANCED ORGANIC CHEMISTRY (3). Explores advanced topics in physical and synthetic organic chemistry including: kinetic isotope effects, reaction mechanisms, biomolecules and their structure, and multi-step syntheses. Prerequisite(s): CH 460. NOTE: Offered every other Fall Semester.

CH 452A. BIOCHEMISTRY I (3). Introduces the structure and function of proteins. Includes an in depth study of enzyme kinetics and specificity, the thermodynamics of biological systems and introduces metabolic processes. Prerequisite(s): CH 460. NOTE: CH 430A recommended. Cross listing: BL 452A.

CH 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and oxidative phosphorylation. Includes fatty acid breakdown, lipid biosyntheses, nucleic acid structure and molecular evolution. Optional Co-requisite: CH 453. Prerequisite(s): CH 452A. Cross listing: BL 452B.

CH 453. BIOCHEMISTRY LABORATORY (2). Introduces fundamental biochemical techniques and instrumentation, including the isolation and purification of biomolecules, three dimensional modeling and biophysical experiments. Co-requisite: CH 452B. Prerequisite(s): CH 452A. Laboratory fee required. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every Spring Semester.

CH 464. ADVANCED INORGANIC CHEMISTRY (3). Explores symmetry; main-group and transition metal bonding and spectroscopy; kinetics of ligand substitution and electron transfer; organometallic chemistry; and bioinorganic chemistry. Prerequisite(s): CH 460 or permission of instructor. NOTE: Offered every other year.

CH 466. MODERN INORGANIC CHEMISTRY (3). Surveys the chemistry of metals and their compounds. Topics include advanced concepts in periodic behavior, the study of bonding models used for transition metals and their complexes; the symmetry of and spectroscopic characterization of transition metal complexes; and the kinetic and mechanisms of transition metal complex reactions. Additional topics may include metals in biological systems and medicine; geochemistry; the chemistry of modern materials; and organometallic compounds as catalysts. Prerequisite(s): CH 230 and CH 420. NOTE: CH 230 may be taken concurrently.

CH 490E-I. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN PHYSICAL CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490J-N. INDEPENDENT STUDY CHEMISTRY: RESEARCH IN CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490O-S. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN INORGANIC AND BIOCHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors only. Permission of instructor.

CH 490T-W. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN ORGANIC SYNTHESIS (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 495. SEMINAR IN CHEMISTRY (1). Addresses advances in analytical, biochemistry, inorganic, organic, and physical chemistry. Requirements may include literature search, oral presentations and written exams and papers. Prerequisite(s): Majors only and Senior standing and Approval of Department Chair. NOTE: Offered every Spring Semester.

CH 496E-W. SPECIAL TOPICS IN CHEMISTRY (3). Provides an in-depth treatment of areas not usually covered in regular course offerings. Sample topics include: advanced organic synthesis, the chemistry of good health, spectroscopy and forensic chemistry, bioinorganic chemistry and chemistry of drugs and pharmaceuticals. Prerequisite(s): CH 460.

CH 498E-W. INTERNSHIP IN CHEMISTRY (3). Provides a working environment in which practical experience in the application of chemistry is obtained under appropriate supervision. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a major in Chemistry or Biochemistry.

CH 499E-W. CAPSTONE RESEARCH EXPERIENCE (1). Students perform experimental research, theoretical research, or a critical review of literature at either Regis or another laboratory under the supervision or sponsorship of a chemistry faculty member. The student submits a proposal of study to a Departmental committee that includes the student's supervisor. At the end of the semester the student must submit a formal research report. Prerequisite(s): CH 420 and CH 421 or permission of instructor required. NOTE: Regular attendance at Chemistry Department seminars is expected and encouraged.

COMMUNICATION

Dr. Janelle Hill, Professor, Chairperson
Dr. Mary Beth Callie, Assistant Professor
Dr. Arne G'Schwind, Assistant Professor
Dr. Janna Goodwin, Assistant Professor
Dr. Elenie Opffer, Assistant Professor
Mr. Ian Dawe, Adjunct Faculty

Lower Division Core Studies Requirement 3 SH

COM 210—Speech Communication 3 SH

COMMUNICATION MAJOR 39SH

Lower Division Requirements 12 SH

COM 380—Communications: Questions, Contexts, and Theory 3 SH

COM 381—Research Methods in Communication 3 SH

Six (6) semester hours of a 300-level Communication course selected from the following:

COM 303—American Media Institutions 3 SH

COM 305—Communication and Conflict Transformation 3 SH

COM 310—Interpersonal Communication 3 SH

COM 312—Performance of Self and Society 3 SH

COM 316—Introduction to News Reporting and Writing 3 SH

Upper Division Requirements 27 SH

COM 427—Communication Ethics	3 SH
COM 495—Senior Capstone Experience	3 SH

Twenty-one (21) upper division semester hours of Communication courses selected from the following:

COM 400—Intercultural Communication	3 SH
COM 402—Media Aesthetics	3 SH
COM 409—Critical Methods	3 SH
COM 413—Strategies of Dialogue	3 SH
COM 414—Small Group Communication	3 SH
COM 415—Mass Communication Law	3 SH
COM 416—Public Relations	3 SH
COM 418—Organizational Communication	3 SH
COM 421—Persuasion and Argumentation	3 SH
COM 424—New Communication Technologies	3 SH
COM 425—Video Production	4 SH
COM 428—Media and Politics	3 SH
COM 430—Audio Programming and Production	4 SH
COM 431—Business and Professional Communication	3 SH
COM 432—Advertising Theory and Practice	3 SH
COM 440—Gender, Sexuality and Communication	3 SH
COM 445—Television Programming and Criticism	3 SH
COM 464E-W—Film Criticism	3 SH
COM 475—In-Depth News Reporting and Writing	3 SH
COM 481—Media and the Word	3 SH
COM 485E-W—Special Topics in Communication	3 SH
COM 486—Mass Communication and Society	3 SH
COM 490E-W—Independent Study in Communication	1-6 SH
COM 496E-W—Communication Practicum	1-3 SH
COM 498E-W—Internship in Communication	3 SH

In addition, Communication majors are required to select a minor in consultation with their advisor. This requirement is waived if the student chooses a second major.

COMMUNICATION MINOR 18 SH**Lower Division Requirements** 6 SH

COM 380—Communications: Questions, Contexts, and Theory	3 SH
Communication Elective (300 level)	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Communication courses selected with the approval of the major advisor.

COMMUNICATION COURSE DESCRIPTIONS (COM)

COM 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse. NOTE: Required of all students seeking a bachelor's degree from Regis College.

COM 303. AMERICAN MEDIA INSTITUTIONS (3). Surveys the historical development of American mass media. Explores regulatory, economic, political and social influences of mass communication.

COM 305. COMMUNICATION AND CONFLICT TRANSFORMATION (3). Examines how communication creates, maintains or transforms interpersonal conflict. Topics include conflict styles, power, face, negotiation and mediation.

COM 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication. Prerequisite(s): COM 380.

COM 312. PERFORMANCE OF SELF AND SOCIETY (3). Provides an overview of the many performances that create and support individual and social identity. Studies the notion of "performance" through sociological, anthropological and literary/artistic lenses. Points performance as one of the most creative, imaginative and pragmatic of human communication responses.

COM 315. WRITING FOR THE MEDIA (3). Studies writing for different mass media including print and broadcast news, public relations and advertising. Develops practical skills and understanding of writing for varying media audiences and for different purposes.

COM 316. INTRODUCTION TO NEWS REPORTING AND WRITING (3). Studies and practices news gathering and writing, focusing on analysis of purpose and audience, news values, style, and structure. Emphasizes reading and writing news stories, press releases and broadcast news segments.

COM 380. COMMUNICATION: QUESTIONS, CONTEXTS, AND THEORY (3). Examines ways that communication constitutes social life and introduces several important theories of meaning-making for dialogic consideration. Explores interpersonal relationships; the intersections of language, gender, culture and power, and the dynamics of mass media and society. Foregrounds the notion of context, and engages the question of how we ought to live.

COM 381. RESEARCH METHODS IN COMMUNICATION (3). Introduces research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skills necessary to begin original research.

COM 400. INTERCULTURAL COMMUNICATION (3). Studies how cultural perspectives affect communication including an examination of intra- and intercultural phenomena. May also explore issues of international mass media systems, and examine issues of international media coverage of events. Prerequisite(s): COM 380.

COM 402. MEDIA AESTHETICS (3). A survey of aesthetic considerations of television, film and radio. Students will examine the fundamental image elements—light, space, time-motion and sound. Prerequisite(s): COM 380.

COM 403E-W. FORENSIC PARTICIPATION (1). Students prepare at least two events in public speaking and/or oral interpretation of literature. Requires attendance at a minimum of two tournaments to qualify for credit. Prerequisite(s): COM 380 or permission of instructor. NOTE: Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (one credit per semester over three semesters).

COM 409. CRITICAL METHODS (3). Studies a variety of methods currently utilized for conducting a critical analysis of communication acts. Includes dramatism, semiotics, narrative theory, reader-oriented criticism, feminist criticism and others. Students apply one or more of these methods in developing and presenting critical analyses of discourses. Prerequisite(s): COM 380 or permission of instructor.

COM 413. STRATEGIES OF DIALOGUE (3). Examines the dynamics of group communication through a number of theoretical lenses, explores some of the difficulties encountered in negotiating high-stakes or emotional terrain, and offer a number of practical approaches for imagining, conducting and participating in productive dialogues. Prerequisite(s): COM 380.

COM 414. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing the principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): COM 380 or PY 250 or PY 251. Cross listing: PY 445.

COM 415. MASS COMMUNICATION LAW (3). Surveys the developmental problems of the mass media related to the law. Includes concepts, roles and practices of the media related to regulatory agencies, judicial processes, legislation and pertinent court decisions. Prerequisite(s): COM 380.

COM 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Prerequisite(s): COM 380.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication processes function in organizational structures. Prerequisite(s): COM 380.

COM 421. PERSUASION AND ARGUMENTATION (3). Studies persuasion and argumentation from the early Aristotelian perspective to contemporary research. Includes models of the persuasive process, emotional stimulation, proofs and reasoning, cultural premises, and ethics of persuasion. Prerequisite(s): COM 380.

COM 424. NEW COMMUNICATION TECHNOLOGIES (3). Examines how new media works, what effects may result from their use in public and private settings, and how they might, when necessary, be regulated. Prerequisite(s): COM 380.

COM 425. VIDEO PRODUCTION (4). A survey of video production methods and aesthetic theory. Students become proficient in pre-production planning, basic video production techniques and equipment, using both studio and remote equipment. Students produce a basic video project. Prerequisite(s): COM 380 and COM 402.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives. Prerequisite(s): COM 380.

COM 428. MEDIA AND POLITICS (3). Examines the relationship of mass media and political campaigns. Explores political communication aspects including news, debates, polls, advertising, technology, and effects on voters. Examines the role of media in political scandal or foreign affairs. Prerequisite(s): COM 380.

COM 430. AUDIO PROGRAMMING AND PRODUCTION (4). Explores the development of current trends in audio programming. Examines the role of audience research.

Studies the basic principles and practices of audio production. Prerequisite(s): COM 380 and COM 402 or permission of instructor.

COM 431. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Applies communication theory and research to the practice of business and professional communication. Enhances written communication skills in the areas of business letters, memos and reports. Reviews interviewing skills, group communication skills and oral presentation skills. Prerequisite(s): COM 380.

COM 432. ADVERTISING THEORY AND PRACTICE (3). Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning, management and strategy issues. Prerequisite(s): COM 380.

COM 440. GENDER, SEXUALITY AND COMMUNICATION (3). A critical examination of communication's role in the construction, maintenance, and transformation of gender and sexuality. Emphasizes the role of gender and sexuality in the social organization of language, communication processes, and institutions. Prerequisite(s): COM 380 or WS 300. Cross listing: WS 440.

COM 445. TELEVISION PROGRAMMING AND CRITICISM (3). Studies television programming, theory, techniques and strategies. Explores the themes and assumptions inherent in television messages and the role of audience research in the development of television content. Prerequisite(s): COM 380.

COM 464E-W. FILM CRITICISM: (3). Introduces the technical evolution and history of film and the principles of aesthetic criticism, film analysis and the evolution of themes and genres. Considers basic elements of cinema including screen writing, direction, casting, production, cinematography, and editing. Prerequisite(s): COM 380.

COM 475. IN-DEPTH NEWS REPORTING AND WRITING (3). Develop beat and in-depth news stories, practicing skills in research, source development and interviewing; story framing, structure, and style; graphics and layout design. Considers perspectives on the role of journalists in democratic society. Prerequisite(s): COM 316 and COM 380 or permission of instructor required.

COM 481. MEDIA AND THE WORD (3). A multidimensional exploration of the cultural and religious dimensions of communications media (oral, written, electronic) based on the tradition of analysis of Catholic Media scholars H. Marshall McLuhan and Walter J. Ong, S.J. Cross listing: CAS 420E and RC 481 and HO 468Z.

COM 485E-W. SPECIAL TOPICS IN COMMUNICATION (3). Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects. Prerequisite(s): COM 380 or permission of instructor.

COM 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication and social control, and the development of mass media forms. Prerequisite(s): COM 380 or SO 200. Cross listing: SO 486.

COM 490E-W. INDEPENDENT STUDY IN COMMUNICATION (1-6). Supervision by a faculty member on advanced research or practice in one of the media that meets the individual needs of the student. Prerequisite(s): Approval of Department Chair. NOTE: May be taken only once for credit towards the Communication major, and a second time for elective credit.

COM 495. SENIOR CAPSTONE EXPERIENCE (3). Brings senior Communication majors together to explore the synthesis of the discipline. Students engage in research projects, job-search strategies, interviewing and professional development. Prerequisite(s): COM 380 and Majors only. Minimum of 18 semester hours in Communication and completion of 86 semester hours or more.

COM 496 E-W. COMMUNICATION PRACTICUM (1-3). Examines current directions and issues of a specific communication discipline. Includes "hands-on" assignments and projects using discipline-specific principles, techniques, and technology. NOTE: 3 semester hours may count toward the Communication major; a total of 6 semester hours may be completed toward graduation.

COM 498E-W. INTERNSHIP IN COMMUNICATION (3). Involves placement in industry, media organizations, government or other agency for on-the-spot training and experience. Internships are for advanced Communication students. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education. NOTE: A total of two internships may be taken, once for the major and once for elective credit; other departmental requirements must be met.

COM 498E. INTERNSHIP IN COMMUNICATION: TELEVISION (3). Provides practical, on-the-spot training in television programming, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): COM 425 and COM 445, or COM 475, and approval of Department Chair and Director of Experiential Education.

COM 498F. INTERNSHIP IN COMMUNICATION: FILM (3). Provides practical, on-the-spot training in film reviewing and film making. Weekly journal and final paper required. Prerequisite(s): COM 380, COM 464, and approval of Department Chair and Director of Experiential Education.

COM 498G. INTERNSHIP IN COMMUNICATION: RADIO (3). Provides practical, on-the-spot training in radio including programming, production, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): COM 380 and COM 430, and approval of Department Chair and Director of Experiential Education.

COM 498H. INTERNSHIP IN COMMUNICATION: PRINT MEDIA (3). Provides practical, on-the-spot training in print journalism including news writing, feature writing, editing, advertising and promotion. Weekly journal and final paper required. Prerequisite(s): COM 380 and COM 475, and approval of Department Chair and Director of Experiential Education.

COM 498I. INTERSHIP IN COMMUNICATION: PUBLIC RELATIONS (3). Provides practical, on-the-spot training in various public relations activities. Weekly journal and final paper required. Prerequisite(s): COM 380 and COM 416, approval of Department Chair and Director of Experiential Education.

COM 498K. INTERNSHIP IN COMMUNICATION: ORGANIZATIONAL COMMUNICATION (3). Provides practical, on-the-spot experience applying theories of organizational communication to situations inside an organization. Weekly journal and final paper required. Prerequisite(s): COM 380 and COM 418, approval of Department Chair and Director of Experiential Education.

COM 498L. INTERNSHIP IN COMMUNICATION: ADVERTISING (3). Provides practical, on-the-spot training in advertising including sales, lay-out design and campaign development. Weekly journal and final paper required. Prerequisite(s): COM 380 and COM 432, approval of Department Chair and Director of Experiential Education.

COMPUTER SCIENCE

Dr. Dennis Steele, Associate Professor, Chairperson
Dr. David Bahr, Assistant Professor

COMPUTER SCIENCE MAJOR 50 SH

Lower Division Requirements 14 SH

CS 300—Foundations of Computer Science	3 SH
CS 320—"C" Programming	3 SH
MT 360A—Calculus I	4 SH
MT 360B—Calculus II	4 SH

Upper Division Requirements 36 SH

CS 427—Object Oriented Software Development	3 SH
CS 429—Automata Theory	3 SH
CS 431—Operating Systems Design and Analysis	3 SH
CS 435—Data Structures	3 SH
CS 441—Digital Design Theory and Technologies	3 SH
CS 446—Database Design and Analysis	3 SH
CS 451—Telecommunications: Applied Digital Signal Processing	3 SH
CS 462—Computer Systems Performance Analysis	3 SH
CS 464—Artificial Intelligence: Neural Networks	3 SH
MT 415—Linear Algebra	3 SH

Six (6) upper division semester hours of elective course work selected from the following:

CS 416—Assembly Language Software Development	3 SH
CS 449—Algorithms and Complexity	3 SH
CS 456—Software Engineering	3 SH
CS 490E-W—Independent Study in Computer Science	3 SH
CS 498E-W—Internship in Computer Science	3 SH
MT 405—Numerical Methods	3 SH
MT 420A—Introduction to Operations Research I	3 SH
MT 420B—Introduction to Operations Research II	3 SH
MT 435—Applied Combinatorics	3 SH
MT 470A—Mathematical Statistics I	3 SH
PH 450—Modern Physics I	3 SH
PH 472A—Advanced Physics Laboratory I	1 SH

COMPUTER SCIENCE MINOR 22 SH

Lower Division Requirements 10 SH

CS 300—Foundations of Computer Science	3 SH
CS 320—"C" Programming	3 SH
MT 360A—Calculus I	4 SH

Upper Division Requirements 12 SH

CS 429—Automata Theory and Compiling	3 SH
CS 441—Digital Design Theory and Technologies	3 SH
CS 446—Database Design and Analysis	3 SH
CS 451—Design and Analysis of Telecommunications Networks	3 SH

COMPUTER SCIENCE COURSE DESCRIPTIONS (CS)

CS 300. FOUNDATIONS OF COMPUTER SCIENCE (3). Introduces foundational concepts of computer science including algorithm design, iteration, recursion, abstract data types, file structures, Boolean algebra, lists, graphs, trees and networks. Uses PASCAL as a "description" language for expressing algorithms. Uses tracing techniques extensively. Prerequisite(s): High School algebra.

CS 308. INTRODUCTION TO PROGRAMMING (3). Introduces the fundamental constructs that are common to all modern computer languages. Emphasizes basic programming skills with loops, conditionals, methods and arrays. Prerequisite(s): CS 300 and High School trigonometry.

CS 416. ASSEMBLY LANGUAGE SOFTWARE DEVELOPMENT (3). Describes assembly language programming for the IBM compatible family of microcomputers. Provides experience in the development of assembly language programs. Prerequisite(s): CS 300 and CS 308.

CS 417. ARTIFICIAL LIFE (3). Explores the theory and application of genetic algorithms that model the biological process of evolution. Creates artificial life forms that evolve to solve complex problems. Includes exploration of evolutionary programming, or code that writes itself. Prerequisite(s): CS 427 or permission of instructor required.

CS 427. OBJECT ORIENTED SOFTWARE DEVELOPMENT (3). Develops advanced programming skills using objects, classes, instance variables, inheritance, and polymorphism. Examines object behavior and identity, along with encapsulation of state. Explores late binding, inner classes and the problems and advantages of multiple inheritance. Prerequisite(s): CS 308 or equivalent.

CS 429. AUTOMATA THEORY (3). Studies applications of automata theory to lexical analysis, syntax analysis, regular expressions, non-deterministic finite state automata, top-down and bottom-up parsing techniques and syntax-driven code generation. Requires implementation of a recursive decent parser of the LL (1) variety and an LR (k) parser. Prerequisite(s): CS 300 and CS 308.

CS 431. OPERATING SYSTEMS DESIGN AND ANALYSIS (3). Includes processor scheduling, multiprocessor scheduling, deadlock detection and prevention, memory management, hashing, performance directed cache design, multilevel cache hierarchies, virtual memory, demand paging, thrashing and locality, disk scheduling, distributed systems, networked environments, and performance analysis based on mathematical modeling techniques. Prerequisite(s): CS 300 and MT 360A.

CS 435. DATA STRUCTURES (3). Studies data organization and structure. Includes relations, graphs, trees, primitive and structured data types, arrays, records, files, fields, ordered lists, linked lists, directories, mappings, addressing schemes and complex files. Prerequisite(s): CS 300 and CS 308 or permission of the instructor.

CS 441. DIGITAL DESIGN THEORY AND TECHNOLOGIES (3). Studies combinational and sequential logic circuits using standard and mixed logic. Includes minimization, multiplexers, demultiplexers, plas, counters, registers, decoders, encoders, flip-flops, finite state machines, design of RISC machines, systolic architectures, nmos, pmos, CMOS, VLSI design using stick diagrams, channel routing algorithms, design for test, latch-up and fabrication techniques. Prerequisite(s): CS 300.

CS 446. DATABASE DESIGN AND ANALYSIS (3). Emphasizes the relational model including a relational algebra, a relational calculus, functional dependencies, irreducible covers, normalization, database integrity, domain checking, closure, data protection, optimization of queries, distributed databases, client server systems and object oriented systems. Prerequisite(s): CS 300 or CS 308 or permission of instructor required.

CS 449. ALGORITHMS AND COMPLEXITY (3). Concentrates on NP-complete problems and the algorithms that solve NP-complete problems. Involves designing and analyzing algorithms from an efficiency point of view. Prerequisite(s): MT 360B or equivalent.

CS 451. TELECOMMUNICATIONS: APPLIED DIGITAL SIGNAL PROCESSING (3). Introduces digital signal processing synthesis and analysis, the Fourier and Fast Fourier transform, and computational and programming techniques.

CS 456. SOFTWARE ENGINEERING (3). Examines object-oriented techniques to ensure reliable, flexible, modular, and well-designed software. Introduces UML and the software lifecycle including project management and quality assurance. Emphasizes the implementation of design patterns such as the Bridge, Abstract Factory, and Singleton. Prerequisite(s): CS 427.

CS 462. COMPUTER SYSTEMS PERFORMANCE ANALYSIS (3). Covers mathematical models based on queuing theory, stochastic processes, Markov chains and mean value analysis. Discusses applications to computer systems for the purpose of optimizing performance. Includes problems and a project requiring the modeling contemporary disk technologies and system balancing techniques. Prerequisite(s): CS 300 and MT 415.

CS 464. ARTIFICIAL INTELLIGENCE: NEURAL NETWORKS (3). Reviews the artificial intelligence field followed by an intense treatment of neural net theory and technologies. Examines Hopfield networks, Boltzmann networks, back-propagation algorithms, mathematical convergence criteria, and neural net applications to classical problems such as TSP. Prerequisite(s): CS 300 and MT 415.

CS 490E-W. INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3). Explores areas of interest. Content to be arranged. Concludes with a written report. Prerequisite(s): Approval of Department Chair.

CS 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing.

CS 495E-W. SEMINAR IN COMPUTER SCIENCE AND INFORMATION SYSTEMS (3). An in-depth study of selected contemporary problems in the fields of computer science and information systems, with emphasis on pertinent current research. Prerequisite(s): Majors only and Junior standing.

CS 497. SEMINAR-THESIS (3). Develops independent research into selected areas of computer science, emphasizing pertinent current advances in the technology related to business or science applications. Prerequisite(s): Senior standing. NOTE: A written thesis and defense required.

CS 498E-W. INTERNSHIP IN COMPUTER SCIENCE (3). Involves placement of advanced computer science students in industry, government or other agencies. Faculty approval, supervision and evaluation of students' work required. Prerequisite(s): CS 456. Majors only. Approval of Department Chair and Director of Experiential Education. NOTE: 2.500 cumulative grade point average required.

CRIMINOLOGY

Dr. James Roth, Program Director

A major in Criminology is not available.

Criminology is the critical analysis of the social, political, and economic factors contributing to crime and the social response to crime. The program encourages students to become involved in service activities related to prisoners, parolees, crime victims, youthful offenders, the court system, etc.

CRIMINOLOGY MINOR 12 SH

Upper Division Requirements 12 SH

CR 450—Criminology 3 SH

Nine (9) additional upper division semester hours of Criminology selected with the approval of the major advisor.

CRIMINOLOGY COURSE DESCRIPTIONS (CR)

CR 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law; rights of the accused; rights of privacy; criminal procedure; freedom of expression; association and religion; and equality under the law. Employs the case method. Prerequisite(s): POL 215. Cross listing: POL 401.

CR 403. COURTS AND JUDICIAL PROCESS (3). Explores administration of justice emphasizing the United States systems. Focuses on judicial decision making and procedures in federal and state judicial systems. Cross listing: POL 403.

CR 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: PY 412.

CR 415. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: PY 484.

CR 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 416.

CR 421. STATE AND URBAN POLITICS (3). Explores state and urban political systems as they function within the American federal structure. Emphasizes governmental functions, interactions, structures, constraints and resources. Cross listing: POL 421.

CR 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity and other diversity in the United States. Includes racism, creation and maintenance of ethnic group status, political processes and movements for self-determination. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: SO 422.

CR 450. CRIMINOLOGY (3). Analyzes social, political and economic dynamics of crime including: corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: SO 450.

CR 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or SO 203 or permission of instructor. Cross listing: SO 451.

CR 452. PUNISHMENT AND CORRECTIONS (3). Provides an historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 452 or PJ 452.

CR 456. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: PL 452.

CR 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses focus on issues related to crime, police and the court system, punishment, social control, rehabilitation, etc. Cross listing: SO 459E-W. NOTE: CR 450 or SO 450 recommended.

CR 490E-W. INDEPENDENT STUDY IN CRIMINOLOGY (1-3). Applies independent research in selected areas of criminal justice. Prerequisite(s): CR 450 or SO 450 and approval of Sociology Department Chair.

CR 498E-W. INTERNSHIP IN CRIMINOLOGY (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): CR 450 or SO 450 and approval of Sociology Department Chair and Director of Experiential Education.

ECONOMICS AND POLITICAL ECONOMY

Dr. Catharyn Baird, Professor, Chairperson
Dr. James Richard, Associate Professor
Dr. Lee Shannon, Associate Professor
Dr. Robin Koenigsberg, Assistant Professor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The Division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How ought we to live?"

Division of Business Regulations

A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement needs approval by the Division Director upon recommendation of the student's advisor.

A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in EC 498E-W—Internship in Economics. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.

Students who major or minor in Economics may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all students are strongly encouraged to complete an Internship or to obtain equivalent work experience before graduation.

ECONOMICS MAJOR 45 SH**Lower Division Requirements 24 SH**

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
BA 230—Introduction to Computing	3 SH
BA 250—Introduction to Business	3 SH
BA 270/MT 270—Introduction to Statistics	3 SH
BA 340—Quantitative Methods	
or	
BA 370—Intermediate Statistics	3 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours of Economics courses, which must include:

EC 410—Microeconomic Theory	3 SH
EC 411—Macroeconomic Theory	3 SH
Upper Division Economics Electives	15 SH

ECONOMICS MINOR 18 SH**Lower Division Requirements 6 SH**

EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Economics courses which must include:

EC 411—Macroeconomic Theory	3 SH
Upper Division Economic Electives	9 SH

POLITICAL ECONOMY MAJOR 39 SH**Lower Division Major Requirements 15 SH**

EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
BA 230—Introduction of Computing	3 SH
BA 270—Introduction to Statistics	3 SH
POL 231—Introduction to International Relations	
or	
POL 241—Comparative Politics and Government	3 SH

Upper Division Major Requirements 24 SH

Twenty-four (24) upper division semester hours of course work, which must include:

Macroeconomic Foundations

EC 411—Macroeconomic Theory	3 SH
EC/POL 432—International Political Economy	3 SH

Microeconomic Foundations

A minimum of three (3) semester hours selected from the following:

EC 410—Microeconomic Theory	3 SH
EC 440—Labor Relations and Economics	3 SH
EC 472—Wealth and Power	3 SH
EC 491—Public Policy Toward Business	3 SH
EC 495F-W—Seminar on Current Economic Problems	3 SH

General Dimensions

A minimum of three (3) semester hours selected from the following:

EC 431—History of Economic Thought	3 SH
EC/POL 445—Comparative Public Policy	3 SH
EC 460—Business Cycles and Forecasting	3 SH
EC 470—Economics Development in the Third and Fourth Worlds	3 SH
EC 481—International Economics	3 SH
EC 490E-W—Independent Study in Economics	3 SH
EC 495E—Ethical Decision Making in Business	3 SH
EC 498E-W—Internship in Economics	3 SH

POLITICAL ECONOMY MINOR 21 SH

Students who major in Economics may not minor in Political Economy.

Prerequisites

EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
POL 231—Introduction to International Relations	
or	
POL 241—Comparative Politics and Government	3 SH

Upper Division Requirements

12 SH

Twelve (12) upper division semester hours of course work, which must include a minimum of one, three (3) semester hour course selected from each of the following three areas:

Macroeconomic Foundations

EC 411—Macroeconomic Theory	3 SH
EC/POL 432—International Political Economy	3 SH

Microeconomics Foundations

EC 410—Microeconomic Theory	3 SH
EC 440—Labor Relations and Economics	3 SH
EC 472—Wealth and Power	3 SH
EC 491—Public Policy Toward Business	3 SH
EC 495F-W—Seminar on Current Economics Problems	3 SH

General Dimensions

EC 431—History of Economic Thought	3 SH
EC/POL 445—Comparative Public Policy	3 SH
EC 460—Business Cycles and Forecasting	3 SH
EC 470—Economic Development in the Third and Fourth Worlds	3 SH
EC 481—International Economics	3 SH
EC 490E-W—Independent Study in Economics	3 SH
EC 495E—Ethical Decision Making in Business	3 SH
EC 498E-W—Internship in Economics	3 SH

ECONOMICS COURSE DESCRIPTIONS (EC)

EC 200. INTRODUCTION TO THE AMERICAN ECONOMY (3). Examines the history and development of the market economy and the effectiveness of relatively free markets in allocating society's scarce resources to their best uses. Discusses other economic systems and the role of government in correcting shortcomings of the market system including externalities, cyclical instability and income distribution.

EC 320. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 330. PRINCIPLES OF MICROECONOMICS (3). Studies microeconomics, supply and demand. Examines the causes of different market structures, their influence on market conduct and performance, and issues of public policy towards a variety of different kinds of market behavior.

EC 400. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism, and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems. Prerequisite(s): EC 320 and EC 330.

EC 410. MICROECONOMIC THEORY (3). Analyzes consumer behavior and market demand. Includes production and cost functions and their relationship to market supply. Evaluates various types of market structures and their impact on the economic well-being of our society. Prerequisite(s): EC 330.

EC 411. MACROECONOMIC THEORY (3). Emphasizes the determination of national income. Studies economic growth and the effects of various monetary policies and fiscal policies on general economic activity. Prerequisite(s): EC 320.

EC 412. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions. Cross listing: POL 410.

EC 417. COST/BENEFIT ANALYSIS (3). Examines the theory of cost-benefit analysis. Includes evaluation of public and private decisions in areas such as the environment, government regulations and personal injury claims. Prerequisite(s): EC 320 and EC 330 or permission of instructor and Junior standing. Cross listing: BA 417.

EC 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS 418.

EC 420. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions, and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433.

EC 431. HISTORY OF ECONOMIC THOUGHT (3). Surveys economic thinking from the 16th century to the modern era. Examines perennial problems in mixed capitalism including shortage of capital, tensions between capital and labor, between the private sector and government and between full employment and inflation. Prerequisite(s): EC 320 and EC 330.

EC 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS 432 and POL 432.

EC 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS 445 or POL 445.

EC 460. BUSINESS CYCLES AND FORECASTING (3). Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of cyclical deviations from the growth trend. Covers forecasting national income and national product aggregates and emphasizes the use of forecasting techniques. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 402.

EC 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 472, ENVS 470 and PJ 470.

EC 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 472.

EC 481. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions, and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 494.

EC 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community world views and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic world view and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: BA 484, PJ 484 and CAS 460G.

EC 490E-W. INDEPENDENT STUDY IN ECONOMICS (1-6). Includes topics of interest not covered in regularly offered courses. Develops content under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

EC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker at the entry-level position versus the managerial level. Covers the various philosophical and social/psychological decision systems that can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing or permission of instructor. Cross listing: AC 495E and BA 495E.

EC 495F-W. SEMINAR ON CURRENT ECONOMIC PROBLEMS (3). Focuses on economic analysis of problems of current importance. Based on current problems confronting our economy. Looks into the background and effects of economic policies selected to deal with these problems. Prerequisite(s): EC 320 and EC 330 and permission of instructor.

EC 498E-W. INTERNSHIP IN ECONOMICS (3). Provides faculty-directed fieldwork opportunity. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: Division of Business Regulations include relevant internship policy information for majors.

EDUCATION

Ms. Kathleen Nutting, Chairperson
Dr. John Cross, Professor
Dr. Kay Johnson, Associate Professor
Dr. Joan Armon, Assistant Professor
Dr. Heidi Barker, Assistant Professor
Dr. Elizabeth Grassi, Assistant Professor

All students successfully completing the teacher education program at Regis College may be recommended to the State Board of Education for Colorado licensure at the appropriate grade levels within the State of Colorado only.

A major in Education is not allowed in the state of Colorado.

As of May 1985, only students who have received a degree with a major in an academic area (including an interdisciplinary major) may be recommended for teacher licensure upon successful completion of the Regis teacher licensure program. All students who complete a teacher licensure program at Regis must have also completed requirements for a minor in either education, elementary education or secondary education. The requirements for a minor in elementary education and in secondary education can be met through the teacher licensure sequence. However, it is also possible to complete a minor in education without seeking teacher licensure. The requirements for all three minors follow.

All students enrolled in the teacher licensure program at Regis must have co-academic advisors, one in the major field and one in the Education Department.

The programs leading to recommendation for licensure, either at the elementary level or in a particular subject area at the secondary level, contain their own specific requirements. These requirements are listed on the advising sheet pertinent to that subject area. The advising sheets are available from an advisor in the Education Department. It is the student's responsibility to meet the requirements listed on that advising sheet.

The Regis Education Department teacher licensure program is subject to the laws and regulations mandated by the Colorado State Board of Education and by the Colorado State Legislature. Changes in these laws and regulations can occur with little notice. Resulting modifications in the Regis program are communicated to students as soon as they are mandated by law.

Departmental Regulations

The Committee on Teacher Education of Regis (COTER) develops the policies of the program and regulates the admission, retention and recommendation of students for licensure. To qualify for admission into the teacher education program, students must satisfy the following requirements:

- 1 University entrance requirements.
- 2 Completion of the COTER Screening Form and the COTER acceptance process.
- 3 A minimum grade point average of a 2.500 on a 4.000 scale for prior college work in all subjects. Upper division students and graduates of other institutions are evaluated and accepted/rejected on an individual basis.
- 4 Successful completion of ED 204, ED 302 and ED 306 or the equivalent with a grade of C+ or higher.
- 5 Fingerprinting by a local police department.
- 6 A student must be able to demonstrate a level of acceptable proficiency in oral language, either through completing a college course in basic speech with a grade of "B" or higher, or through meeting a pre-determined set of departmental criteria.

- 7 Students must have completed CCS 200 or an equivalent composition course with a grade of "C+" or higher.
- 8 Transfer students: No upper division education course work may be transferred into Regis College without the advance written approval of the department chair. Transfer students must complete predetermined coursework prior to student teaching, to include either elementary or secondary "Content, Instruction and Assessment" courses. All students must also be registered for ED 380E-W the semester prior to student teaching.
- 9 COTER considers each candidate's qualifications for admission into the teacher education program. After reviewing these qualifications, the Committee takes appropriate action, which may include admission, rejection or provisional acceptance.
- 10 No one is permitted to enter the methods block in the junior year until all requirements for acceptance into the program have been met.
- 11 Fieldwork required in the various courses must be completed as part of the course.
- 12 After admittance into a teacher education program, student must successfully proceed through the program and meet COTER requirements for advancement and licensure.
- 13 All students will student teach in the Denver Metro Area in placements arranged through the Education Department.

Education Minor 24 SH

Both the elementary and secondary programs leading to approval for licensure meet the Regis College standard for a minor area of concentration.

If a student wishes to pursue a minor in education without teacher licensure, the following courses are required:

Prerequisites 9 SH

ED 204—Introduction to Education in the United States	3 SH
ED 302—Psychology for Educators	3 SH
PY 250—General Psychology	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Education courses selected with the approval of the major advisor.

Special Education Minor 18 SH

Prerequisites 6 SH

ED 204—Introduction to Education in the United States	3 SH
ED 302—Psychology for Educators	3 SH

Upper Division Requirements 12 SH

EDSP 401—Teaching the Exceptional Student in the General Education Classroom	3 SH
EDSP 402—Collaboration for the Exceptional Student	3 SH
EDSP 403—Assessment of the Diverse Learner	3 SH
EDSP 404—Instruction for the Exceptional Student	3 SH

Linguistically Diverse Education Minor (ESL) 19 SH

Prerequisites 6 SH

ED 204—Introduction to Education in the United States	3 SH
ED 302—Psychology for Educators	3 SH

Upper Division Requirements 13 SH

CCS 451—Multicultural Perspectives (Senior Seminar)	3 SH
EDLD 403—Assessment of the Diverse Learner	3 SH
EDLD 413—Teaching Literacy to English Language Learners	1 SH
EDLD 475—Linguistics for Linguistically Diverse Learners	3 SH
EDLD 485—Theories and Strategies of ESL K-12	3 SH

Private/Parochial Track

Students who intend to teach in the private parochial sector may choose a separate track for that purpose. Course work is parallel to the licensure sequence below; some placements are made in private/parochial schools.

TEACHER LICENSURE SEQUENCE

As a professional state licensure program, students may have requirements beyond those in Regis College.

The professional sequence of education courses at Regis are designed to lead to licensure at either the K-6, 7-12, or K-12 grade levels in Colorado. Regis students enrolled in this sequence begin developing the appropriate teaching behaviors during their first courses and initial field experiences. This developmental process is monitored by the Regis Education Department faculty, and students are evaluated each semester on their progress in this process. Evaluations are based on their work at Regis and in their fieldwork in the actual K-6, 7-12, or K-12 classroom. Regis students who begin this sequence may be counseled to pursue a profession other than teaching if their progress in one or all aspects of the sequence is considered unsatisfactory or if they do not manifest sufficient mastery of the skills necessary for successful entry into the teaching profession. A deficiency in one or more of these behaviors may be grounds for a negative admission by the COTER or removal from the program at any point.

The behaviors considered essential for an effective teacher are that students must:

- 1 Achieve proficient or advanced status in Colorado's eight performance standards, including literary, numeracy, assessment, content, classroom management, individualization of instruction, technology, and democratic principles.

- 2 Achieve proficient or advanced ranking on the Regis College Teacher Work Sample.
- 3 Demonstrate the ability to create assessment-driven curricula in standards-based environment.
- 4 Be able to identify and explain the practical applications of various learning theories as they pertain to the work being done in the K-12 classroom.
- 5 Demonstrate the ability to individualize instruction in the appropriate K-12 setting, including the diagnosis, prescription and evaluation of the teaching-learning process.
- 6 Demonstrate the ability to organize and present materials pertinent to specific subject areas. This includes the ability to develop daily lesson plans and long-range units.
- 7 Demonstrate the ability to use various classroom-teaching techniques, especially the facilitation of group processes and the rudiments of good questioning skills.
- 8 Demonstrate an awareness of, and ability to deal with, the different interest and ability levels of the K-12 pupils with whom they work. This would also include the skillful use of effective classroom management and methods of discipline.
- 9 Demonstrate the ability to utilize technology and audio-visual aids based on the material to be presented and the needs of the classroom pupils with whom they work.
- 10 Demonstrate the ability to develop instruments for evaluating pupils based on the material covered in class. Students should also demonstrate an ability to interpret standardized test data in the appropriate K-12 classroom setting.
- 11 Demonstrate an ability to speak and write the English language correctly and effectively. This manifests itself in several ways; an important one is establishing rapport and effectively communicating with the K-12 pupils with whom they work.
- 12 Demonstrate a commitment to the school, the faculty and the administration of the schools in which they are placed. Students can demonstrate this in several ways, some of which are by attending school functions, spending extra time with students informally and supporting all school policies and meeting their obligation to their placement teacher in a timely, reliable manner.
- 13 Demonstrate a definite comfort level in the role of educator. This includes, but is not limited to, the legal ramifications of actions while interacting with students, teachers, administrators and other school personnel. Students' professional conduct, dress and personal code of ethics must be beyond question.

Requirements for Advancement to Student Teaching

- 1 A cumulative grade point average of 2.500 must be maintained, secondary students must also maintain a 2.500 in content major.

- 2 A grade of "B" or higher in methods classes, including the reading courses, ED 403A for elementary and ED 403B for secondary.
- 3 A grade of "C+" or higher in all other education classes required by the program in teacher licensure at Regis.
- 4 Successful completion of all assigned fieldwork.
- 5 PLACE Exam must be passed prior to application for student teaching.
- 6 All students must be registered for ED 380E-W the semester prior to student teaching.
- 7 Students must submit an application to student teach which includes a completed resume, TB test and proof of liability insurance by the end of the first month of classes the semester prior to student teaching.

Requirements for Recommendation for Licensure

- 1 Successful completion of student teaching.
- 2 Continued evidence of effective communication skills, teacher competencies and characteristics.
- 3 Successful completion of graduation requirements.
- 4 Successful completion of the State mandated assessment in program content.
- 5 Completion of Teacher Work Sample and Portfolio, including the Eight Performance Standards at proficient level.

Should the student successfully complete these requirements, COTER may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.

The committee reserves the right to withhold recommendation for licensure on the basis of deficiencies in any of the characteristics or behaviors listed or in any of the requirements of the program.

ELEMENTARY EDUCATION

Elementary Education Minor and Teacher Licensure Requirements

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. Successful completion of the elementary education licensure program also results in the completion of a minor in elementary education.

ED 200—Math for Teachers	2 SH
ED 204—Introduction to Education in the United States	3 SH
ED 300—Physical and Cultural Geography	3 SH
ED 302—Psychology for Educators	3 SH
ED 306—Assessment of Learning	3 SH
ED 380E-W—Field Work in Schools (3 sections minimum)	0 SH

ED 400—Current Issues in Education	2 SH
ED 401—Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 403A—Elementary Reading and Writing: Content, Instruction and Assessment	3 SH
ED 417—Elementary Student Teaching	8-11 SH
ED 418A—Elementary Science and Social Studies: Content, Instruction and Assessment	4 SH
ED 418B—Elementary Math and Language Arts Content, Instruction and Assessment	4 SH
ED 436—Technology in the Classroom	3 SH
ED 485—Theories and Strategies for ESL K-12	3 SH
ED 447—Children's and Adolescent Literature	3 SH
ED 495G—Student Teacher Seminar	1 SH
PY 250—General Psychology	3 SH

Additional Elementary Education Licensure Requirements

Candidates for teacher licensure in elementary education in the State of Colorado must have received liberal arts preparation in the following areas:

- Art
- Music
- United States History
- World Geography (Physical and Cultural)
- Two Sciences (one Biological and one Physical Science)*
- College Algebra (MT 201) or higher
- Physical Education and Health (Nutrition, Wellness and/or Fitness)

* In order for the science courses to meet both the Regis College Core Studies requirements and the teacher licensure requirements, one science course must include a laboratory.

SECONDARY EDUCATION

Each subject area in which there is a secondary teacher education program has parallel requirements specifically developed for that particular subject area. Students are also responsible for completing those requirements.

Secondary Education Minor and Teacher Licensure Requirements (Education Course Requirements Only)

Successful completion of the secondary education licensure program also results in the completion of a minor in education. Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in the State of Colorado. Students should consult an advisor for the additional requirements for secondary education licensure, which are not listed.

ED 200—Math for Teachers	2 SH
ED 204—Introduction to Education in the United States	3 SH
ED 302—Psychology for Educators	3 SH
ED 306—Assessment of Learning	3 SH
ED 380E-W—Field Work in Schools (3 sections minimum)	0 SH
ED 400—Current Issues in Education	2 SH
ED 401—Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 403B—Secondary Reading and Writing: Content, Instruction and Assessment	3 SH

Methods course pertinent to the major subject area of licensure selected from the following (ED 421-ED 431):

ED 421—Secondary English: Content, Instruction and Assessment	2 SH
ED 425—Secondary Foreign Language Content, Instruction and Assessment	2 SH
ED 427—Secondary Mathematics Content, Instruction and Assessment	2 SH
ED 427A—Secondary Business Content, Instruction and Assessment	2 SH
ED 429—Secondary Science Content, Instruction and Assessment	2 SH
ED 431—Secondary Social Studies Content, Instruction and Assessment	2 SH
ED 434—Secondary Student Teaching	8-11 SH
ED 435—Secondary Curriculum Planning and Classroom Management	3 SH
ED 436—Technology in the Classroom	3 SH
ED 447—Children's and Adolescent Literature (required only of those seeking secondary licensure in English)	3 SH
ED 485—Theories and Strategies for ESL K-12	3 SH
ED 495G—Student Teacher Seminar	1 SH
PY 250—General Psychology	3 SH

Art Education (K-12)

Successful completion of the K-12 Art Education program also results in the completion of a minor in education. Successful completion of a major in Fine Arts and the following requirements may qualify a student to be recommended for Art licensure at the K-12 level in the State of Colorado.

Education Minor and Teacher Licensure Requirements (Education Course Requirements Only) 41-44 SH

ED 200—Math for Teachers	2 SH
ED 204—Introduction to Education in the United States	3 SH
ED 302—Psychology for Educators	3 SH
ED 306—Assessment of Learning	3 SH
ED 400—Current Issues in Education	2 SH
ED 401—Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 403A—Elementary Reading and Writing: Content, Instruction and Assessment**	3 SH
ED 433—Art Methods **	2 SH
ED 434—Secondary Student Teaching **, **	8-11 SH
ED 435—Secondary Curriculum Planning and Classroom Management	2 SH
ED 436—Technology in the Classroom	3 SH
ED 495G—Student Teaching Seminar **	1 SH
PY 250—General Psychology	3 SH

* Student will teach eight (8) weeks elementary and eight (8) weeks secondary.

** Admission to the Department of Education required.

EDUCATION COURSE DESCRIPTIONS (ED)

ED 200. MATH FOR TEACHERS (2). Focuses on the development of basic competency in mathematics. Studies number systems and number sense, geometry, measurement, statistics, probability and functions, and use of variables to gain conceptual and computational skills in mathematics. Reviews mathematics to develop a basic competence. Pass/No Pass grading only. NOTE: Does not meet Core Studies requirements in Mathematics.

ED 204. INTRODUCTION TO EDUCATION IN THE UNITED STATES (3). Surveys theory and practice in American education, based on analyses of current practices and future projections, historical contributions, philosophical approaches and sociological foundations. NOTE: Assignment to a Metro Denver area school for 15 hours of fieldwork required.

ED 300. PHYSICAL AND CULTURAL GEOGRAPHY (3). Studies the influence of geographic factors on the development of civilization; the interrelations of physical features, resources and people; including historical, political and economic implications.

ED 302. PSYCHOLOGY FOR EDUCATORS (3). Explores and applies theory-to-practice principles of human learning that elementary and secondary teachers need to know. National and Colorado State Standards focus the course readings, lectures, and simulations on topics and materials such as the developmental continua and assessments teachers currently use in each subject area, instructional strategies, differentiation, achievement gaps, classroom management, learning environments, and family involvement. Prerequisite(s): ED 204 and PY 250 and Sophomore standing. NOTE: 15 clock hours as an instructional assistant in the Metro Denver area schools required.

ED 306. ASSESSMENT OF LEARNING (3). Provides an overview of assessment and instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Examines performance assessment and the construction of a body of evidence necessitated by Standards-Based Education. Prerequisite(s): ED 204 and ED 302. NOTE: 10 clock hours as an instructional assistant in the Metro Denver area schools is required.

ED 380E-W. FIELD WORK IN SCHOOLS (0). Students will complete thirty-five (35) hours as an intern in a school classroom. Work with children/adolescents is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. NOTE: Students should only register for one section of fieldwork in any given semester.

ED 400-498 UPPER DIVISION COURSES IN EDUCATION. IF FIELDWORK IS REQUIRED IN ANY 400-LEVEL EDUCATION COURSE, THE STUDENT MUST ALSO REGISTER FOR ED 380E-W—FIELDWORK IN SCHOOLS.

ED 400. CURRENT ISSUES IN EDUCATION (2). Studies the ten most critical issues in education. Includes classroom management, school dropout and retention, middle school vs. Junior high, the goals of schools, effects of various cultures on teachers, impact of cultural dysfunctions related to drugs, latchkey kids, child abuse and single parent families.

ED 401. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into regular classroom. Studies mental retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Prerequisite(s): ED 204 and ED 302. Cross listing: EDSP 401.

ED 402. READING FOR SECONDARY CONTENT (2). Provides insight concerning the problems teachers may encounter with reading across the curriculum. Examines a variety of techniques and strategies for improving reading. Prerequisite(s): ED 204, ED 302 and PY 250. NOTE: Elective for non-teacher licensure students with permission of instructor. 10 hours of fieldwork required.

ED 403A. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys the principles and philosophies of literacy instruction in the elementary school. Addresses emergent literacy through independent literacy. Examines techniques and strategies dealing with comprehension and reading for spe-

cific purposes. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. NOTE: Fieldwork required.

ED 403B. SECONDARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys the principles and philosophies of literacy instruction in the secondary school. Reviews the process of learning to read and the cueing systems used when reading. Considers strategies that help secondary students both improve and extend their reading efforts. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. NOTE: Fieldwork required.

ED 404. TEACHING READING IN THE CONTENT AREAS (3). Provides insight concerning the problems teachers may encounter with reading across the curriculum. Provides alternative techniques for improving attitudes toward and abilities in reading. Prerequisite(s): ED 204, ED 302, and PY 250. NOTE: Elective for non-teacher licensure students with permission of instructor.

ED 417. ELEMENTARY STUDENT TEACHING (8-11). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in an elementary school in the Metro Denver area under the direction of a cooperating teacher. Co-requisite(s): ED 495G. Prerequisite(s): Completion of all education courses and COTER approval. Fee required. Pass/No Pass grading only. NOTE: 16 weeks in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required.

ED 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Prerequisite(s): Junior standing. Cross listing: PE 418.

ED 418A. ELEMENTARY SCIENCE AND SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (4). Surveys methods, materials and concepts related to the teaching of the various social sciences and sciences. Combines the knowledge of content areas emphasizing the skills and approaches pertinent to each field. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 418B. ELEMENTARY MATH AND LANGUAGE ARTS: CONTENT, INSTRUCTION AND ASSESSMENT (4). Surveys methods and materials appropriate to teaching various language arts (spelling, handwriting, speaking, listening and grammar), and mathematics (mathematical methods and content, and computers). Combines the knowledge of content areas emphasizing the skills and approaches pertinent to each field. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 421. SECONDARY ENGLISH CONTENT, INSTRUCTION AND ASSESSMENT (2). Presents the materials, methods and practices in secondary English courses. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examines the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): ED 204 or WS 300. Cross listing: WS 423.

ED 425. SECONDARY FOREIGN LANGUAGE CONTENT, INSTRUCTION AND ASSESSMENT (2). Studies methods of teaching a foreign language (French, German or Spanish) at the secondary level. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 427. SECONDARY MATHEMATICS CONTENT, INSTRUCTION AND ASSESSMENT (2). Examines methods and materials appropriate for teaching junior and senior high school mathematics. Emphasizes classroom, small group and individualized instruction, and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 427A. SECONDARY BUSINESS CONTENT, INSTRUCTION AND ASSESSMENT (2). Examines methods and materials appropriate for teaching junior and senior high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 429. SECONDARY SCIENCE CONTENT, INSTRUCTION AND ASSESSMENT (2). Methods and materials appropriate for teaching junior and senior high school science. Attention given to classroom, laboratory, small group and individualized instruction and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 431. SECONDARY SOCIAL STUDIES CONTENT, INSTRUCTION AND ASSESSMENT (2). Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Presents pedagogical procedures including lecture, discussion, field trips, resource specialists and audio-visual aids. Explains integrating current events for curricular relevance. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 433. K-12 ART CONTENT, INSTRUCTION AND ASSESSMENT (2). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials and methods of teaching and assessing various art media; and curriculum development. NOTE: Official acceptance to the Teacher Licensure program by COTER required.

ED 434. SECONDARY STUDENT TEACHING (8-11). Involves second semester juniors and seniors approved by the Committee on Teacher Education of Regis (COTER) student teaching during the educational semester in a secondary school in the Denver Metro area under the direction of a cooperating teacher. Co-requisite(s): ED 495G. Prerequisite(s): COTER approval. Fee required. NOTE: 16 weeks in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required. Pass/No Pass grading only.

ED 435. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Student demonstrates mastery of short and long term planning, time management, and research-driven methods to improve and report student achievement, and develop instructional and behavioral expectations for the successful classroom. NOTE: Acceptance in Teacher Licensure Program by COTER required. Fieldwork required.

ED 436. TECHNOLOGY IN THE CLASSROOM (3). Examines a variety of new and emerging technologies and information related to these technologies. Develops an understanding of integrating technology with the use of technology in the classroom or laboratory environment. Acquaints students with the personal computer and a variety of educational software packages. NOTE: Required for students seeking teacher licensure. Fieldwork required.

ED 447. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of children's and adolescent literature. Emphasizes the history, analysis and evaluation of the literature. Includes the use of children's and adolescent literature in teaching with a focus on both new and quality literature from the past. Cross listing: WS 447. NOTE: 10 hours of fieldwork required.

ED 485. THEORIES AND STRATEGIES FOR ESL K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Cross listing: EDLD 485. NOTE: Field component of 20 hours required.

ED 490E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

ED 495E-W. SEMINAR IN EDUCATION (1-3). Offers seminars in current educational practices and problems. Prerequisite(s): Junior standing.

ED 498E-W. INTERNSHIP IN EDUCATION (3). Provides internships in education taken under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

EDUCATION: LINGUISTICALLY DIVERSE EDUCATION (EDLD)

EDLD 403. ASSESSMENT OF THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing: EDSP 403.

EDLD 413. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (1). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Students consider the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): Permission of Instructor required.

EDLD 475. LINGUISTICS FOR LINGUISTICALLY DIVERSE LEARNERS (3). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 485 or EDLD 485 or Permission of Instructor required.

EDLD 485. THEORIES AND STRATEGIES FOR ESL K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Cross listing: ED 485. NOTE: Field component of 20 hours required.

EDLD 490E-W. INDEPENDENT STUDY: LINGUISTICALLY DIVERSE EDUCATION (1-6).

Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of Instructor required.

SPECIAL EDUCATION (EDSP)**EDSP 401. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION CLASSROOM (3).**

Focuses on philosophy and methodology of integrating exceptional children into regular classroom. Studies mental retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Prerequisite(s): ED 204 and ED 302. Cross listing: ED 401.

EDSP 402. COLLABORATION FOR THE EXCEPTIONAL STUDENT (3). Provides students with the knowledge and skills needed to work with others to develop successful inclusive education programs. Includes working with parents, special educators, and related services personnel on behalf of exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to Minor in Special Education.

EDSP 403. ASSESSMENT FOR THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing: EDLD 403. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDSP 404. INSTRUCTION FOR THE EXCEPTIONAL STUDENT (3). Examines educational strategies and relevant research to address the skill deficits (language arts and mathematics) manifested in elementary students with exceptionalities. Includes general classroom accommodations for exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDSP 490E-W. INDEPENDENT STUDY IN SPECIAL EDUCATION (1-6). Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of Instructor required.

ENGLISH

Dr. Eleanor Swanson, Professor, Chairperson
Dr. Mark Bruhn, Associate Professor
Dr. David Hicks, Associate Professor
Dr. Joanne Karpinski, Associate Professor
Dr. Daryl Palmer, Associate Professor
Dr. Janet St. Clair, Associate Professor

DEPARTMENTAL INFORMATION

The English major is designed to offer a broad and balanced approach to the discipline. Course requirements are flexibly structured to emphasize genres, periods and a diversity of literary traditions. Major requirements provide a substantive foundation upon which to base further reading and critical inquiry. Courses focus not only on primary texts, but on essential cultural, historical and theoretical contexts as well.

Each student in the major works closely with a departmental advisor to develop a plan of study compatible with the individual's goals for graduation or professional school and employment.

ENGLISH MAJOR 33 SH

Lower Division Requirements 6 SH

English elective (one 300-level course with focus on genre or theme) 3 SH

English elective (one 300-level course in American, British or World literature)* 3 SH

* One of these courses may also count as Core credit.

Upper Division Requirements 27 SH

Twenty-seven (27) upper division semester hours of English courses, which must include:

British literature 3 SH

American literature 3 SH

One course on genre* 3 SH

One course on theme* 3 SH

One course on author* 3 SH

One course on period* 3 SH

Majors seminar* 3 SH

Upper division English electives (selected with the approval of the major advisor) 6 SH

* Classification of courses according to genre, theme, author, period and majors seminar is detailed on the majors advising sheet available in the English Department.

Honors-in-English Major Requirements

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-English major:

- 1 Candidacy approved by the English faculty
- 2 Thirty (30) upper division semester hours of English, which must include the courses required for an English major plus an additional three (3) semester hour upper division course to be selected with the approval of the major advisor.
- 3 Successful completion of a supervised thesis and an oral defense of this thesis before a faculty committee. The honors thesis will be prepared and submitted according to the following schedule:
 - Selection of thesis advisor and submission of preliminary thesis proposal no later than the third week of September for May graduates (final week of January for December graduates).
 - A one-page formal prospectus approved by the thesis advisor and submitted for departmental approval no later than the second week of October for May graduates (third week of February for December graduates).

- Submission of final draft of thesis and scheduling of oral defense no later than the final week of March for May graduates (the final week of October for December graduates).

ENGLISH MINOR 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

LITERATURE MINOR 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

WRITING MINOR 12 SH

The English Department offers a writing minor for students not majoring in English. The upper division courses that fulfill the requirements of the writing minor are open to any qualified Regis student. The minor is intended to serve the needs of all majors, but in particular, majors in business administration, communication, natural science and social science, for whom the ability to write in graduate school or a career will be of particular importance.

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of courses selected from the following:

One course selected from the following:

EN 482A—Creative Writing: Fiction	3 SH
EN 482B—Creative Writing: Poetry	3 SH

One course selected from the following:

Upper division literature courses	3 SH
COM 475—In-Depth News Reporting and Writing*	3 SH

One upper division literature course	3 SH
EN 498E-W—Internship in Writing	3-6 SH

* Communication majors may not take Communication courses towards the writing minor.

ENGLISH COURSE DESCRIPTIONS (EN)

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing and word processing required.

EN 203B. INTERMEDIATE COMPOSITION II (3). Continues the work of EN 203. More advanced study of expository writing. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing and word processing required.

EN 210. FRESHMAN LITERATURE: INTRODUCTION TO POETRY/FICTION/DRAMA (3). Introduces the literary genres of poetry, fiction and drama. Emphasizes critical analysis and writing competence. Prerequisite(s): CCS 200 or equivalent.

EN 308E-W. MULTICULTURAL LITERATURE (3). Seeks to balance a study of the traditionally received literary canon with literature representing ethnic, religious, racial and/or cultural diversity. Focuses on works representing various ethnic and/or cultural groups in America, on works representing international cultural diversity and/or on works representing the so-called "majority" viewpoint regarding cross-cultural insights and experiences. Prerequisite(s): CCS 200 and EN 210.

EN 311E-W. THEMATIC STUDIES IN LITERATURE (3). Involves reading fiction, poetry and drama organized around a particular theme, such as "Literature of the American Southwest," "Environmental Literature," or "The Literature of Social Change." Emphasizes reading, writing, speaking and listening. Prerequisite(s): CCS 200 and EN 210.

EN 313. DRAMA (3). Introduces drama in the Western literary tradition, emphasizing the conventions, types and literary elements of the genre. Approaches the subject from a chronological, thematic or multicultural perspective, and offers opportunities to improve competencies in critical thinking and writing. Dramatists such as Sophocles, Shakespeare, Moliere, Ibsen, Shaw, Beckett, O'Neill and Wilson are studied. Prerequisite(s): CCS 200 and EN 210.

EN 314E-W. NOVEL (3). Introduces the novel and/or novella. Emphasizes the beginning and subsequent history of the genre, including a broad range of American, English and Continental writers. Improves writing and analytical skills. Includes study of such authors as Jane Austen, Thomas Hardy, Herman Melville, Henry James, Franz Kafka, Nathaniel Hawthorne, Ernest Hemingway and William Faulkner. Prerequisite(s): CCS 200 and EN 210.

EN 315. SHORT STORY (3). Introduces short fiction drawn from a broad range of American, English and Continental writers. Emphasizes the beginning and subsequent history of the short story. Improves writing and analytical skills. Includes the works of such writers as Henry James, Nathaniel Hawthorne, Ernest Hemingway, William Faulkner, Joyce Carol Oates, James Baldwin, Kate Chopin, Jorge Luis Borges and Toni Cade Bambara. Prerequisite(s): CCS 200 and EN 210.

EN 316E-W. POETRY (3). Introduces poetry drawn from a broad range of traditional and contemporary American and English poets, as well as non-English-language poetry in translation. Emphasizes the various themes, forms, and literary elements that characterize the genre. Improves competencies in critical thinking and writing. Includes study of one or more kinds of poetry (lyric, narrative, epic, etc.).

EN 321. MYTH AND CULTURE IN LITERATURE (3). Introduces the meaning and function of myth and its application to literature as symbol, metaphor and structure. Examines such works as Homer's Iliad, Christopher Marlowe's The Tragical History of Dr. Faustus, Shakespeare's A Midsummer Night's Dream, selections from Milton's Paradise Lost as well as modern poems and short stories using myth as reference. Prerequisite(s): CCS 200 and EN 210. Cross listing: WS 321.

EN 322. MYTHIC THEMES IN LITERATURE (3). Analyzes the mythic contexts of literature from the 18th century, the Romantic period of the 19th century, 20th century works and works of authors representing cultural diversity. Includes the study of such works as Swift's Gulliver's Travels, Coleridge's Rime of the Ancient Mariner and T.S. Eliot's The Waste Land. Prerequisite(s): CCS 200 and EN 210.

EN 323. AMERICAN LITERATURE SURVEY TO 1865 (3). Surveys significant works of American literature from first exploration to the end of the Civil War. Examines representative author's literary works, styles and movements within a historical context.

Includes authors such as Bradstreet, Poe, Hawthorne, Cooper, Emerson, Thoreau, Whitman, and Dickinson. Prerequisite(s): CCS 200 and EN 210.

EN 324. AMERICAN LITERATURE SURVEY 1865-PRESENT (3). Surveys significant works of American literature from the end of the Civil War to the present. Examines representative authors, literary works, styles and movements within a historical context. Includes authors such as Twain, James, Frost, Eliot, Bishop, Cather, Hemingway and Morrison. Prerequisite(s): CCS 200 and EN 210.

EN 328. WORLD LITERATURE (3). Introduces in English translation significant poetry, short stories, novels, and drama from a broad range of world literature. Explores both universality and the diversity of cultures, themes, forms, and structures. Emphasizes different literary paradigms and methods for appreciating and analyzing these literary works. Prerequisite(s): CCS 200 and EN 210.

EN 341. CATHOLIC LITERATURE (3). Traverses literary history to explore the questions "Who might be considered a Catholic writer?" and "What is the difference between Catholicism as an iconic presence in a text and as a literary sensibility?" Prerequisite(s): CCS 200 and EN 210.

EN 353. BRITISH LITERATURE SURVEY TO 1789 (3). Surveys significant works of British literature from Old English period to the eighteenth century. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Chaucer, Shakespeare, Milton, Pope, and Johnson. Prerequisite(s): CCS 200 and EN 210.

EN 354. BRITISH LITERATURE SURVEY 1789-PRESENT (3). Surveys significant works of British literature from the Romantics to the present. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Coleridge, Wordsworth, Keats, Tennyson, Browning, Yeats, Eliot, and Heaney. Prerequisite(s): CCS 200 and EN 210. Cross listing: HO 368E.

EN 410-498. UPPER DIVISION COURSES IN LITERATURE. Courses in this series meet requirements for the English major. Unless otherwise indicated, they may also be taken for Core Studies credit with permission of the instructor. Each course in this series undertakes a detailed analysis of primary texts, and offers students the opportunity to do research in the area of study.

EN 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): CCS 200, EN 210, or WS 300 and one (1) 300-level English course. Cross listing: WS 410E-W.

EN 423E-W. INTERDISCIPLINARY STUDIES IN AMERICAN LITERATURE (3). Examines themes in American literature from an interdisciplinary perspective. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 425E-W. AMERICAN LITERATURE TO 1865 (3). Involves concentrated reading and analysis of a single theme, a single author or combination of authors or a single literary period or movement (e.g., Colonial Literature, Whitman and Dickinson, The American Renaissance, The Transcendentalists). Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 426E-W. AMERICAN LITERATURE 1865 - 1918 (3). Provides and opportunity for concentrated reading and analysis of a single theme, a single author or combination of authors or a single literary period or movement (e.g., Twain, American Realism and Naturalism, Wharton, Multi-Cultural Literature before World War I). Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 427E-W. AMERICAN LITERATURE 1918-PRESENT (3). Involves concentrated reading and analysis of a single theme, a single author or combination of authors, or a single literary period or movement (e.g., Hemingway, Literature of the Great Depression, The Beats, The Postmodernist Novel). Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 431. CHAUCER (3). Involves the reading and analysis of The Canterbury Tales in the original Middle English, and similar study of other major poems by Chaucer. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 432E-W. SHAKESPEARE (3). Involves the study of Shakespeare's poetry, plays, life, and age. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. Cross listing: PJ 432E-W.

EN 446. THE 17th CENTURY (3). Surveys the later Renaissance, Commonwealth and Restoration eras, including representative works of Metaphysical, Cavalier, and/or Restoration poets, Jacobean and/or Restoration playwrights, and/or the prose stylists of the period. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 448. MAJOR BRITISH WRITERS: 1600-1800 (3). Surveys British poetry, prose and drama from Marlowe to Blake. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 449. 18th CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental and Gothic. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. Cross listing: WS 449.

EN 450. ROMANTICISM (3). Studies representative fiction and poetry from the first half of the 19th century. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 454. LINGUISTIC APPROACHES TO LITERATURE (3). Examines the development of linguistics, grammar, and semantics in their historical context to illustrate the function of language as an instrument of cultural communication and transmission. Topics of study include: etymology, phonology, and prosody, as well as metaphor and metonymy. Prerequisite(s): CCS 200, EN 210, one (1) 300-level English course and one (1) 400-level English course, Junior standing or permission of instructor.

EN 455. VICTORIAN LITERATURE (3). Involves reading and analysis of such novelists as Bronte, Eliot and Hardy; such essayists as Carlyle, Mill and Arnold; and such poets as Tennyson, Browning, and the Pre-Raphaelites. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 460. MODERN POETRY (3). Involves the reading and analysis of such major poets as Auden, Eliot, Frost, Hopkins, Pound, Stevens, Thomas, Williams and Yeats. Considers minor poets of the modern period and contemporary poets. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 462. CONTEMPORARY DRAMA (3). Involves the reading and analysis of 20th century plays, from realism and symbolism, through absurdism, to recent trends in drama. Representative writers include Chekhov, Beckett, Brecht, Williams, Wilson and Henley. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 463. CONTEMPORARY NOVEL (3). Studies representative novels written between World War II and the present, focusing on movements and styles characteristic of this era. Representative writers include Garcia-Marquez, Morrison, Gordimer, Kingsolver and Eggers. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 466. LITERARY THEORY (3). Surveys the varied approaches to literary study applied by scholars, attends to the differences in textual interpretation that result from the application of these approaches, and evaluates what these approaches reveal and conceal about literary texts. Prerequisite(s): CCS 200, EN 210, one (1) 300-level English course and one (1) 400-level English course.

EN 480. TECHNICAL AND REPORT WRITING (3). Focuses on written communication in science, industry and business. Develops competence in a variety of forms of technical writing, including short recommendation and progress reports, laboratory or research reports, proposals and feasibility studies. Emphasizes the need to evaluate each writing task in terms of purpose and audience. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. Cross listing: ENVS 480. NOTE: Does not meet Regis College Core Studies requirement in Literature.

EN 482A. CREATIVE WRITING: FICTION (3). Provides a workshop in fiction emphasizing discussion of students' fiction. Includes analysis of the elements of fiction and techniques used by a variety of modern and contemporary writers. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 482B. CREATIVE WRITING: POETRY (3). Provides a workshop in poetry writing emphasizing the discussion of students' poetry. Includes analysis of the elements of poetry and techniques used by a variety of modern and contemporary writers. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 482C. CREATIVE WRITING: ADVANCED FICTION II (3). Advanced instruction in craft of fiction; professional perspectives on the art in the context of rigorous criticism. In workshop format, students practice the genre, further define it, examine its many forms, and receive professional peer review. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course and EN 482A or permission of instructor.

EN 490E-W. INDEPENDENT STUDY (1-3). Develops independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 492E-W. SPECIAL TOPICS IN LITERATURE (3). Involves the reading and analysis of selected topics in literature. Focuses on selected literary issues, periods, or theoretical problems (e.g., After the Apocalypse, Writing in the Nuclear Age, Teaching Banned Books, The Small Town in Literature). Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 495E-Z. THEMES IN LITERATURE (3). Provides an opportunity for concentration on a single theme, a single author or combination of authors in an intensive study (e.g., The Exploited Eden in American Literature, Africa in Literature, Faulkner, The Irrational in Literature). Prerequisite(s): Majors or minors only. Junior standing. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course.

EN 498E-W. INTERNSHIP IN WRITING (3). Credit may be earned for employment in which the student is responsible for various kinds of writing and in which there is an integration of practical experience and academic guidance. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Students may obtain as many as six (6) semester hours of credit, but only three (3) semester hours may be applied to the English major.

ENVIRONMENTAL STUDIES

Dr. Kimberly Waldron, Program Director

Interest in environmental issues, such as resource depletion, habitat destruction, biological extinction, global economic development and urbanization, is expanding. The Environmental Studies program focuses on these and other environmental issues from an interdisciplinary perspective. This program offers two majors, a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies, as well as a minor in Environmental Studies.

The Bachelor of Science in Environmental Science major emphasizes the natural sciences in understanding the environment and environmental issues. This degree program is recommended for students considering careers or further education in wildlife management, environmental assessment, environmental health, science secondary education, or environmental biology.

The Bachelor of Arts in Environmental Studies major emphasizes the interdisciplinary nature of the fields of environmental studies. This degree program is recommended for students considering careers or further education in environmental law, environmental sociology, environmental economics, environmental policy, secondary education, or environmental journalism.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE MAJOR 52-53 SH

Lower Division Requirements 25 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
GE 201—Physical Geology	3 SH
GE 202—Physical Geology Laboratory	1 SH

One (1) of the following statistics courses:

MT 270—Introduction to Statistics	3 SH
MT 272—Statistics for the Life Sciences	3 SH
MT 370—Intermediate Statistics	3 SH
MT 470A—Mathematical Statistics I	3 SH

It is recommended that Environmental Science Majors take SO 200—Introduction to Sociology or SO 203—Social Problems, to fulfill the Social Science Elective Core requirement.

Upper Division Requirements 27-28 SH

A minimum of one (1) of the following courses in environmental ethics:*

PL 448J—Special Topics in Ethics: Environmental Ethics	3 SH
RS 414G—Themes in Christian Ethics: Environmental Issues	3 SH

* Can be used to fulfill the Philosophy or Religious Studies Elective Core requirement.

Upper Division Electives in Biology or Chemistry (Chosen in consultation with the academic advisor) 7-8 SH

A minimum of seventeen (17) upper division semester hours of environmental studies courses which must include:

ENVS 450—Environmental Science	3 SH
ENVS 451—Environmental Assessment Laboratory	1 SH
ENVS 495E-W—Seminar in Environmental Studies	3 SH
ENVS 498E-W—Internship in Environmental Studies	3 SH

A minimum of one (1) of the following courses covering environmental economics and policy:

ENVS 418—Environmental Economics and Law	3 SH
ENVS 436—Environment and Energy	3 SH

One (1) of the following field ecology options:

ENVS 402—Principles of Ecology	3 SH
ENVS 403—Ecology Laboratory	1 SH
ENVS 434—Techniques in Field Biology	2 SH
ENVS 435—Techniques in Field Biology Laboratory	2 SH

NOTE: Students are strongly encouraged to consider additional course work leading to a minor or second major in a field appropriate for future career goals in environmental science.

BACHELORS OF ARTS IN ENVIRONMENTAL STUDIES MAJOR 43 SH

Lower Division Requirements 15 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 202—Introduction to Environmental Chemistry	3 SH
CH 203—Introduction to Environmental Chemistry Laboratory	1 SH

One (1) of the following statistics courses:

MT 270—Introduction to Statistics	3 SH
MT 272—Statistics for the Life Sciences	3 SH
MT 370—Intermediate Statistics	3 SH
MT 470A—Mathematical Statistics I	3 SH

It is recommended that Environmental Studies Majors take SO 200—Introduction to Sociology or SO 203—Social Problems, to fulfill the Social Science Elective Core requirement.

Upper Division Requirements 28 SH

A minimum of one (1) of the following courses in environmental ethics*:

PL 448J—Special Topics in Ethics: Environmental Ethics	3 SH
RS 414G—Themes in Christian Ethics: Environmental Issues	3 SH

* Can be used to fulfill the Philosophy or Religious Studies Elective Core requirement.

A minimum of twenty-five (25) upper division semester hours of environmental studies (ENVS) which must include:

ENVS 450—Environmental Science	3 SH
ENVS 451—Environmental Assessment Laboratory	1 SH
ENVS 495E-W—Seminar in Environmental Studies	3 SH
ENVS 498E-W—Internship in Environmental Studies	3 SH
Upper Division Environmental Studies Electives	12 SH

A minimum of one (1) of the following courses covering environmental economics and policy:

ENVS 418—Environmental Economics and Law	3 SH
ENVS 436—Environmental and Energy	3 SH

ENVIRONMENTAL STUDIES MINOR 21-22 SH

Lower Upper Division Requirements 8-9 SH

BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH

One (1) of the following options in Chemistry:

CH 202—Introduction to Environmental Chemistry	3 SH
CH 203—Introduction to Environmental Chemistry Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH

Upper Division Requirements 13 SH

A minimum of thirteen (13) upper division semester hours of environmental studies (ENVS) which must include:

ENVS 450—Environmental Science	3 SH
ENVS 451—Environmental Assessment Laboratory	1 SH
ENVS 495E-W—Seminar in Environmental Studies	3 SH
Upper Division Environmental Studies Electives*	6 SH

* PL 448K or RS 414G can be used to fulfill the Environmental Studies electives. The other 3 SH elective requirement must be met with an ENVS course.

ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS (ENVS)

ENVS 402. PRINCIPLES OF ECOLOGY (3). Explores the interactions of organisms in the context of their biotic and abiotic environments. Examines the basic models and principles used in evolutionary, behavioral, population, community, and ecosystem ecology. Co-requisite: ENVS 403. Prerequisite(s): BL 260 and BL 262 and MT 272. Cross listing: BL 402.

ENVS 403. ECOLOGY LABORATORY (1). Involves collection, evaluation, and statistical analysis of ecological data in the laboratory and in the field. Co-requisite: ENVS 402. Prerequisite(s): BL 261 and BL 263 and MT 272. Cross listing: BL 403. Laboratory fee required. NOTE: One three-hour laboratory per week. Required for all Biology majors.

ENVS 410. AQUATIC AND FISHERIES ECOLOGY (3). Explores the basic biology and ecology of freshwater and marine systems. Emphasizes the ecology of fishes, aquatic conservation, and fisheries use of aquatic resources. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 410. NOTE: Participation in one of two field trips outside of class time required.

ENVS 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 418.

ENVS 430. HUMAN ECOLOGY (3). Explores the earliest forms of humankind, examining the interactions between human beings and their environments from the perspectives of evolutionary and ecological development. Studies current problems such as those associated with high population densities, modern technology, pollution, conservation and resource issues. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 430. NOTE: One or two weekend field trips required.

ENVS 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economics factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 432 and POL 432.

ENVS 434. TECHNIQUES IN FIELD BIOLOGY (2). Explores a variety of ecosystems and their unique characteristics. Techniques for environmental assessment and for the study of populations, animal behavior, plant communities, and other biological systems are examined. Under supervision students develop and execute research projects. Co-requisite: ENVS 435. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 434. NOTE: Field trips required afternoons and/or weekends.

ENVS 435. TECHNIQUES IN FIELD BIOLOGY LABORATORY (2). Involves field and laboratory exercises accompanying and reinforcing lecture topics. The last half of the course involves student research projects in the field laboratory. Co-requisite: ENVS 434. Prerequisite(s): BL 261 and BL 263. Cross listing: BL 435. Laboratory fee required. NOTE: two three-hour laboratory sessions per week.

ENVS 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the Earth. Prerequisite(s): SO 200 or SO 203 or permission of Instructor required. Cross listing: PJ 436 and SO 436.

ENVS 439. WILDLIFE STUDIES (3). Focuses on wildlife biology and ecology and introduces wildlife nutrition, disease and habitat requirements, conservation issues, wildlife law and law enforcement. Team and individual projects required. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 439.

ENVS 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: PJ 441 and SO 441.

ENVS 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 445 or POL 445.

ENVS 450. ENVIRONMENTAL SCIENCE (3). Focuses on the theory and methods of assessing and understanding the environment. Explores various scientific perspectives including the fields of geology, climatology, chemistry, and ecology. Co-requisite: ENVS 451. Prerequisite(s): BL 262 and a course in chemistry.

ENVS 451. ENVIRONMENTAL ASSESSMENT LABORATORY (1). Involves collection, evaluation, and analysis of environmental data and the preparation of Environmental Impact Statements. Explores standard collection techniques for geological, climatological, chemical, and ecological data and composition of Environmental Impact Statements. Co-requisite: ENVS 450. Laboratory fee required. NOTE: One three-hour laboratory per week.

ENVS 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 472, EC 470 and PJ 470.

ENVS 480. TECHNICAL AND REPORT WRITING (3). Focuses on written communication in science, industry and business. Develops competence in a variety of forms of technical writing, including short recommendation and progress reports, laboratory or research reports, proposals and feasibility studies. Emphasizes the need to evaluate each writing task in terms of purpose and audience. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-level English course. Cross listing: EN 480. NOTE: Does not meet Regis College Core Studies requirement in Literature.

ENVS 481E-W. SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (1-4). Explores selected topics in environmentally focused topics not normally covered in regular course offerings. Prerequisite(s): Sophomore standing or higher.

ENVS 484. ANTHROPOLOGY OF TOURISM (3). Examines the phenomenon of tourism in relationship to modernity, authenticity, sexual and romantic tourism, ecotourism, and others. Prerequisite(s): SO 200 and SO 204 or AN 204 or permission of instructor. Cross listing: AN 484 and SO 484.

ENVS 490E-W. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES (1-3). Offers an opportunity for advanced study in independent research projects in environmental studies. Prerequisite(s): Permission of instructor and approval of Environmental Studies Director.

ENVS 495E-W. SEMINAR IN ENVIRONMENTAL STUDIES (3). Focuses on integration and application of theory from natural sciences, social sciences, and the humanities to current issues in environmental studies. Requires interpretation of primary environmental literature. Prerequisite(s): BL 262 or a course in chemistry, a 400-level ENVS course, and junior or Senior standing.

ENVS 498E-W. INTERNSHIP IN ENVIRONMENTAL STUDIES (3). Develops skills related to real-life working situations in major-related field. Prerequisite(s): Approval of Environmental Studies Director and Experiential Education Director.

EXERCISE SCIENCE

Dr. Clifford Barnes, Associate Professor, Chairperson

Exercise Science is the study of physiological and functional adaptations to movement and how they are organized, controlled, and regulated via anatomical, physiological and psychological systems across the lifespan. The application of the knowledge gained from this study is seen in sports, art, and health related fields through the establishment of guidelines for safety of movement, effectiveness of movement, and efficiency of performance functionally, structurally, as well as mentally. This study of normal movement then forms the foundation for modification of activity from a normal health and wellness perspective, to increasing performance in athletes, to recovering or improving movements following injury or disease.

A minor in Exercise Science is offered and is compatible with a number of undergraduate majors, including Biology, Neuroscience and Psychology. The minor is designed so that students will experience the multidisciplinary foundations of human exercise and movement. Students who include the Exercise Science minor in their education will be able to apply this knowledge to strategies designed to improve and optimize physical performance.

A minor in Exercise Science builds on courses of study in the biological or behavioral sciences linking the study of human physical activity with foundations of scientific knowledge. Students are challenged to discover and explain mechanisms and principles of human movement, and to apply this knowledge to lead others to optimize health and physical performance in leisure, work, and rehabilitation environments. Courses in the minor develop theoretical and practical knowledge related to the biological, mechanical, and behavioral basis for movement. The minor in Exercise Science provides preparation for future opportunities/advanced study in medicine, physical therapy, other health-related and fitness-related fields, and graduate study in Exercise Science.

The Exercise Science minor, offered through the Rueckert-Hartman School for Health Professions, Department of Physical Therapy is open to all Regis University students. The four (4) courses in the minor are upper division courses that may be taken in any sequence. Exercise Science courses may satisfy requirements toward other degrees. Although not included as a requirement in the Exercise Science minor, EXS 425/PY 425—Psychological and Social Aspects of Exercise is highly recommended for students intending study in health care fields.

The Exercise Science minor is required for undergraduate students intending to seek preferred admission to the Doctor of Physical Therapy program offered through the Rueckert-Hartman School for Health Professions at Regis University. The four (4) Exercise Science courses taught by faculty in the Department of Physical Therapy promotes an early introduction and mentoring of the student to the educational experiences leading to Physical Therapy as a profession. Students completing the Exercise Science minor are given preferred admission status and are guaranteed an interview for the doctoral program with the physical therapy faculty. For additional information regarding the preferred admission process

for the Doctor of Physical Therapy program, contact the Department of Physical Therapy and/or refer to the Doctor of Physical Therapy section in this Bulletin. Sample degree plans for various majors that include the Exercise Science minor can be accessed on the Exercise Science website: www.regis.edu/academicprograms/undergradtraditional.

Lower Division Requirements

29-32 SH

BL 244—Human Anatomy & Physiology: Movement and Integration	3 SH
BL 245—Human Anatomy & Physiology: Movement and Integration Laboratory	1 SH
BL 246—Human Anatomy & Physiology: Regulatory Systems	3 SH
BL 247—Human Anatomy & Physiology: Regulatory Systems Laboratory	1 SH
MT 272—Statistics for the Life Sciences	3 SH
MT 360A—Calculus I	4 SH
MT 370—Intermediate Statistics	3 SH
or	
PY 419—Experimental Psychology	3 SH
and	
PY 420—Experimental Psychology Laboratory	2 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH
PY 250—General Psychology	3 SH
or	
NS 260—Introduction to Brain and Behavior	3 SH
and	
NS 261—Introduction to Brain and Behavior Laboratory	1 SH

Upper Division Requirements

12 SH

EXS 421—Functional Anatomy	3 SH
EXS 422—Concepts of Motor Behavior	3 SH
EXS 423—Physiology of Exercise	3 SH
EXS 424—Biomechanics of Exercise	3 SH
Electives	3 SH
EXS 425/PY 425—Psychological and Social Aspects of Exercise	3 SH

EXERCISE SCIENCE COURSE DESCRIPTIONS (EXS)

EXS 421. FUNCTIONAL ANATOMY (3). Examines anatomical concepts of the musculoskeletal and nervous systems that form the basis of analysis of human movement. Explores joint movement, complex muscular activity and integration of components of the nervous system. Includes anatomical principles through examples as they apply to work, general physical activity, sports performance, and lifespan issues. Prerequisite(s): BL 244 and BL 245. NOTE: Offered every other Fall Semester.

EXS 422. CONCEPTS OF MOTOR BEHAVIOR (3). Examines basic principles and concepts involved in human development, control, and learning of motor skills. Explores characteristics of the learner affecting motor performance, processes involved in movement control, and variables affecting long-term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Prerequisite(s): MT 272, BL 244 and BL 245, NS 260 and NS 261. NOTE: Offered every other Fall Semester.

EXS 423. PHYSIOLOGY OF EXERCISE (3). Explores concepts of nutrition and energy production during exercise involving the pathways from food ingestion to final production of ATP. Relates measurement of energy expenditure to differences in endurance exercise capacity. Adaptations of the pulmonary, cardiovascular, skeletal muscle, nervous, urinary, gastrointestinal and endocrine systems to the stress of exercise are discussed. Developmental differences of age are incorporated. Prerequisite(s): BL 244, BL 245 and BL 246, BL 247. NOTE: Offered every other Spring Semester.

EXS 424. BIOMECHANICS OF EXERCISE (3). Evaluates internal and external forces acting on a human body and the effects produced by these forces. Quantitative and qualitative evaluations are performed with an introduction to the associated kinematic and kinetic variables used to describe body movements. Prerequisite(s): PH 204B, PH 205B, BL 244 and BL 245. NOTE: Offered every other Spring Semester.

EXS 425. PSYCHOLOGICAL AND SOCIAL ASPECTS OF EXERCISE (3). Evaluates topics related to the social psychology of sports and exercise. The influence of social-psychological variables on participation in sports and exercise, and how participation affects the individual are examined. Focuses on performance psychology, stress processes, motivation, and exercise psychology across the lifespan. Prerequisite(s): NS 260 and NS 261. Cross listing: PY 425.

DEPARTMENT OF FINE AND PERFORMING ARTS

Mr. William Sutton, Associate Professor, Chairperson
Mr. Eugene Stewart, Associate Professor
Dr. Barbara Coleman, Assistant Professor
Dr. Mark Davenport, Assistant Professor
Mr. Anthony Ortega, Assistant Professor

DEPARTMENTAL INFORMATION

The Department of Fine and Performing Arts offers courses in Visual Arts, Art History, Music, Music History and Theatre. The Bachelor of Arts degree is available with a major in Visual Arts. Minors are available in Art History and Structured Music.

FINE ARTS: VISUAL ARTS

Students planning to major in Visual Arts must obtain and file in the Regis College Dean's Office a Major Declaration Form. Acceptance into the major requires a portfolio review by the Department and approval of the Department Chair. Students wishing to obtain more information regarding the portfolio requirement should contact the Department Chair.

The Visual Arts major is designed to give students a broad and flexible foundation in the visual arts while also giving them an opportunity to develop an emphasis in a particular medium. Students establish a firm basis in design, art history and criticism while pursuing technical proficiency. This prepares students for the practice of art and grounds their knowledge in experience and first-hand problem solving. The Visual Arts major prepares students for jobs in a wide field of options, including publications, public relations, graphic design and others. The Bachelor of Arts in Visual Arts is also excellent preparation for graduate programs in Fine Arts.

Each student works with an advisor from the Department who will guide her or him through completion of the requirements for the major and assure that the student's future plans are optimized by the art curriculum.

Transfer students who wish to major in Fine Arts must present a portfolio for review by the Department. Besides the requirement that at least half of the upper division courses must be taken at Regis, graduating art students must complete FAA 499—Senior Thesis, which culminates with a student exhibition in the O'Sullivan Arts Center.

FINE ARTS: VISUAL ARTS MAJOR 39 SH

Lower Division Requirements 18 SH

Eighteen (18) lower division semester hours, which must include the following:

FAA 230—Two Dimensional Design	3 SH
FAHS 211—Art History: Prehistory to the Proto-Renaissance	3 SH
FAHS 212—World Art History: Renaissance to Present	3 SH
Lower Division Studio Electives	9 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours, which must include the following:

Upper division electives in a single medium	6 SH
Upper division electives in additional mediums	3 SH
Upper division elective in Art History	6 SH
FAA 499—Senior Thesis	3 SH

FINE ARTS: CORE

All Regis College students are required to complete a Fine Arts Core course. The Core Studies requirement emphasizes that the basic human impulse to create is common across all of the arts. The requirement may be fulfilled by taking any courses with the FAC prefix. These courses introduce students to aesthetic vocabularies through a survey of a specific arts discipline (Visual Arts, Music or Theatre). Core Studies students are also exposed to all the fine and performing arts through attendance at exhibitions, performances, poetry readings and lectures in the O'Sullivan Arts Center.

Exhibitions and events in the O'Sullivan Center serve students in the Fine Art Department as well as the entire Regis University and Denver area community. The O'Sullivan Arts Center is a widely recognized cultural center.

FINE ARTS: ART HISTORY

ART HISTORY MAJOR 36 SH

Lower Division Requirements 9 SH

FAA 230—Two Dimensional Design	3 SH
FAHS 211—Art History: Prehistory to the Proto-Renaissance	3 SH
FAHS 212—World Art History: Renaissance to Present	3 SH

Upper Division Requirements 27 SH

FAHS 408E-W—Themes in Art History	3 SH
FAHS 410—Impressionism to 1945	3 SH
FAHS 415—Contemporary Art: 1945 to the Present	3 SH
FAHS 453E-W—Special Topics in Music and Art	3 SH
FAHS 499—Senior Art History Thesis	3 SH

Six (6) upper division semester hours of Fine Arts: History courses selected from the following:

FAHS 435—Women in Art and Popular Culture	3 SH
FAHS 440—Survey of American Art	3 SH
FAHS 445—History of Photography	3 SH
FAHS 450—Art of the Middle Ages	3 SH

Six (6) semester hours from any of the following selected in consultation with an academic advisor:

PL 445—Aesthetics	3 SH
400-level Communications Course	
400-level English Literature Course	
400-level History Course	
400-level Music Course	
400-level Religious Studies Course	

FINE ARTS: MUSIC

The Music Program provides opportunities for musical enrichment to every Regis student. Any fulltime student may take an applied music lesson or participate in one of a number of music ensembles. Through the Structured Music Minor and Thematic Music Major, the Music Program also offers an opportunity for the more experienced music student to advance his or her technical and intellectual musical growth.

Students wishing to pursue the minor in music should contact the Director of the Music Program, or the Chairperson of the Department of Fine and Performing Arts. The Music Minor at Regis College is designed to give students an excellent general foundation in music, music history, and the technical language of music. Music minors develop a serious mastery of a single instrument or voice, and gain experience working in advanced ensemble groups. The music minor adds to the preparation of students for work in a variety of fields including graduate work in music, education, campus life, ministry, liturgy, recreation, and other community-based professions.

Students who minor in music will work closely with the Director of the Music who will guide them through completion of the requirements and assure that students' future plans are optimized by their music curriculum.

MUSIC MINOR 17-20 SH

Lower Division Requirements	4 SH
FAM 236—Aural Skills	1 SH
FAM 235—Foundations of Music	3 SH

Upper Division Requirements 13-16 SH

Music History and Literature	6 SH
Advanced Applied Music (sustained over a period of three semesters)	3-6 SH
Advanced Music Ensemble (sustained over a period of two semesters)	4 SH

**DEPARTMENT OF FINE AND PERFORMING ARTS
COURSE DESCRIPTIONS (FA)****FINE ARTS: ART (FAA)**

FAA 215. INTRODUCTION TO ELECTRONIC IMAGING (3). Introduces students to the foundations, practice, history, and technical domain of electronic imaging and digital image processing. Esthetic, technical, social, and ethical issues regarding the practice of electronic image making are discussed in the context of student's own electronic image making. Course utilizes imaging programs (such as PhotoShop and Illustrator) and graphic design programs (such as PageMaker).

FAA 216. DESIGNING FOR THE WORLD WIDE WEB (3). Prepares students in all the basic aspects of web design including HTML tagging, hypertext strategies, graphic design, and electronic imaging. Discusses current practices, ethics, social implications, and esthetics implicated in the development and use of the web. Course utilizes web browsers and image editing programs.

FAA 230. TWO-DIMENSIONAL DESIGN (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 240. INTRODUCTION TO PHOTOGRAPHY (3). Develops technical skills, visual vocabulary and historical perspective to practice the art of photography. Includes photo history, aesthetics, criticism and resource gathering. Involves classroom student critiques, darkroom developing and printing of black and white photography. Examines studio problems of exposure, lighting and compositional strategies.

FAA 250. INTRODUCTION TO PAINTING (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 260. INTRODUCTION TO SCULPTURE (3). Provides an extensive working knowledge of the basic three-dimensional techniques and concepts of sculpture.

FAA 270. INTRODUCTION TO DRAWING (3). Studies the fundamental principles of drawing with emphasis on the physical as well as mental aspects of creative drawing.

FAA 290. INTRODUCTION TO PRINTMAKING (3). Introduces students to the foundations, practice, history, and technique of Fine Art printmaking. Discusses esthetic, social, and ethical issues in the context of student's own creative output. Covers reflex, intaglio, and Plano graphic techniques.

FAA 385E-W. DESIGN SEMINAR: (3). Examines specialized design issues in the fine and performing arts.

FAA 420. ADVANCED ELECTRONIC IMAGING (3). Explores issues particular to the current practice of digital image making. Focuses on digital printmaking and presentation. Prerequisite(s): FAA 215 or permission of instructor.

FAA 421E-W. ELECTRONIC IMAGING STUDIO (3). Provides continued supervised studio electronic imaging practice beyond the beginning level. Includes the development of student portfolios and enjoyment in peer and instructor critiques. Prerequisite(s): FAA 215 and FAA 420 or permission of instructor.

FAA 443. ADVANCED PHOTOGRAPHY (3). Explores the problems of practicing photographic art. Includes idea development, research and execution, current and historical criticism, and visits to local artists and galleries. Involves organizing exhibits of work, including presentation, public information and engaging with the public as audience. Prerequisite(s): FAA 240.

FAA 446E-W. PHOTOGRAPHY STUDIO (3). Provides supervised studio photography practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 443 or permission of instructor.

FAA 450. ADVANCED PAINTING (3). A continuation of FAA 250. Prerequisite(s): FAA 250 or equivalent, or permission of instructor.

FAA 451E-W. PAINTING STUDIO (3). Provides continued supervised studio painting practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 450 or permission of instructor.

FAA 460. ADVANCED SCULPTURE (3). A continuation of FAA 260. Prerequisite(s): FAA 260 or permission of instructor.

FAA 461E-W. SCULPTURE STUDIO (3). Provides continued supervised studio sculpture practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 460 or permission of instructor.

FAA 472. ADVANCED DRAWING (3). Provides advanced level drawing in studio format with critiques and discussions of student work. Prerequisite(s): FAA 270 or permission of instructor.

FAA 474E-W. DRAWING STUDIO (3). Provides continued supervised studio drawing practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 472 or permission of instructor.

FAA 475E-W. LIFE DRAWING (2). Studies human figure as drawing subject-matter. Anatomy will be discussed with emphasis on composition and examination of historical references. Prerequisite(s): FAA 230 or FAA 270 or permission of instructor.

FAA 480. ADVANCED PRINTMAKING (3). Explores issues particular to the current practice of Fine Arts printmaking. Focuses on extending technical proficiency and portfolio development. Prerequisite(s): FAA 290.

FAA 481E-W. PRINTMAKING STUDIO (3). Provides continued supervised studio printmaking practice beyond the advanced level. Focuses on extended portfolio development and engagement in the critical process. Prerequisite(s): FAA 480.

FAA 490E-W. INDEPENDENT STUDY IN ART (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of Department Chair.

FAA 498E-W. INTERNSHIP IN ART (3). Provides practical experience and intellectual guidance in an area of art. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FAA 499. SENIOR THESIS (3). Presents a public exhibition of the student's work, representative of their studio production. Prerequisite(s): Majors only.

FINE ARTS: CORE (FAC)

FAC 200. FINE ARTS CORE (3). Introduces the arts as an expression of human values in all cultures. Includes experiences in art, music and theatre, and involves the processes of creative thinking.

FAC 211. ART HISTORY: PREHISTORY TO THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures and world events as they relate to human artistic expression. Prerequisite(s): Majors and Minors only. Cross listing: FAHS 211.

FAC 212. WORLD ART HISTORY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present. Prerequisite(s): Majors only. Honors students only. Cross listing: FAHS 212.

FAC 220. THEATRE SURVEY (3). Acquires an understanding of the fundamentals of play production, acting, and technical theatre.

FAC 225. MUSIC OF THE ROCK ERA (3). Explores music of the Rock Era (1945 - today). Focuses on the 1950's, 60's, and 70's, major trends and developments are investigated while drawing comparisons and relevance to popular musical styles of today.

FAC 253E-W. TOPICS IN MUSIC AND ART (3). Introduction to the interdisciplinary study of music and art in the Western world. Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context.

FAC 254. AMERICAN MUSICAL THEATRE (3). Offers a chronological survey of the American Musical. Provides a comprehensive approach to learning by providing students with a historical and cultural background to the major developments of Musical Theatre and by offering those students with a background in music performance an option to develop their performance skills through participation in class performances. Students will be invited to audition for a special cabaret performance offered at the end of the semester by the Department of Fine and Performing Arts.

FAC 350. WORLD MUSIC (3). Studies musical practices of diverse cultures including instrumental and vocal styles, dance, drama and ceremonies.

FAC 351. UNITED STATES FOLK, POP AND JAZZ (3). Surveys various folk, popular and jazz styles cultivated in the United States from the 18th century to the present. Emphasizes cultural diversity which contributes to "American" music, manifested in cultural regionalism and cross-cultural developments. Students identify, aurally recognize, and evaluate various cultural components and trends in vernacular music in the United States.

FAC 352. WESTERN CLASSICAL MUSIC (3). Introduces western classical music tradition from the Greek through 20th Century periods. Explores circumstances, cultural values, and representative pieces of music from each period. Examines techniques for recognizing the basic stylistic elements of the music that reflect the circumstances and cultural value of that period.

FINE ARTS: HISTORY (FAHS)

FAHS 211. ART HISTORY: PREHISTORY TO THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures and world events as they relate to human artistic expression. Prerequisite(s): Majors and Minors only. Cross listing: FAC 211.

FAHS 212. WORLD ART HISTORY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present.

Prerequisite(s): Majors only. Honors students only. Cross listing: FAC 212.

FAHS 408E-W. THEMES IN ART HISTORY (3). Examines topics in Art History such as different periods, selected artists, cross-cultural perspectives, etc.

FAHS 410. IMPRESSIONISM TO 1945 (3). Examines how Impressionism, a climactic expression of the 19th century, has taken place in art history as a natural inevitable development. Traces the influence of impressionism through European and American art of the first half of the Twentieth century. Prerequisite(s): FAHS 211 or FAC 211 or FAC 200 or permission of instructor.

FAHS 415. CONTEMPORARY ART: 1945 TO THE PRESENT (3). Examines the shift in the art world from Paris to New York after World War II. Explores men and women artists whose work pursues a dialogue about the meaning of all media and whose lives are lived against the social, economic, political and cultural background of their times. Prerequisite(s): FAC 200 or FAHS 211 or HU 203.

FAHS 435. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 200 or FAC 211 or FAC 212. Cross listing: WS 435.

FAHS 445. HISTORY OF PHOTOGRAPHY (3). Explores the history of photography from its invention in the early 19th century to its practice as a fine art in the present time. Includes critical and analytical readings as well as examination of photographic images in the fine arts. Prerequisite(s): FAC 200 or FAC 211.

FAHS 453E-W. SPECIAL TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content and context. Prerequisite(s): FAC 200 or FAC 211 or FAC 212, Majors and Minors only or permission of instructor.

FAHS 499. SENIOR ART HISTORY THESIS (3). Provides the final step for a degree in Art History. Students write individual thesis in consultation with the Program Director. Prerequisite(s): Majors only. Senior standing. Permission of Instructor required.

FINE ARTS: MUSIC (FAM)

FAM 202E-W. UNIVERSITY CHOIR (2). Students will study, prepare and sing in performance, choral literature from the Gothic to the present.

FAM 203. BEGINNING CLASS VOICE (2). Involves basic vocal technique and music reading for non music minors or majors with little or no prior vocal experience. Studies very easy classical or popular repertoire.

FAM 204. INTERMEDIATE CLASS VOICE (2). Continuation of FAM 203. Intermediate level vocal technique and music reading. Studies very easy classical or popular repertoire. Prerequisite(s): FAM 203 or permission of instructor required.

FAM 205. BEGINNING CLASS GUITAR (2). Introduces the guitar and music reading for music minors or majors with little or no prior guitar experience. Studies very easy classical or popular repertoire.

FAM 206. INTERMEDIATE CLASS GUITAR (2). Continuation of FAM 205. Focuses on development of music reading. Studies technical patterns and exercises. Easy classical or popular repertoire and improvisation. Prerequisite(s): FAM 205 or permission of instructor.

FAM 214E-W. APPLIED MUSIC: VIOLIN (1). Provides individual instruction in violin.

FAM 216E-W. APPLIED MUSIC: VIOLA (1). Provides individual instruction in viola.

FAM 218E-W. APPLIED MUSIC: CELLO (1). Provides individual instruction in cello.

FAM 221E-W. APPLIED MUSIC: FLUTE (1). Provides individual instruction in flute.

FAM 223E-W. APPLIED MUSIC: OBOE (1). Provides individual instruction in oboe.

FAM 225E-W. APPLIED MUSIC: BASSOON (1). Provides individual instruction in bassoon.

FAM 227E-W. APPLIED MUSIC: RECORDER (1). Provides individual instruction in recorder.

FAM 230E-W. COLLEGIUM MUSICUM (2). Performing ensemble designed to offer students a chance to explore music from the 13th through the early 18th centuries. Through the use of early instruments and voice, students will develop an understanding of musical forms, performance practices and styles in both sacred and secular traditions. A wide variety of topics will be examined including early medieval chant, troubadour songs, sacred motets and mass movements, Renaissance dances, and music composed at the European courts.

FAM 235. FOUNDATIONS OF MUSIC (3). Introduces the fundamental concepts of music. Student acquires understanding of important historical, theoretical and performance issues. Explores basic music elements: sound, the notational system, meter, scales, key, intervals, chords, harmony, and simple forms. Establishes a working vocabulary of musical terms and develops reading, writing, and listening skills essential to music literacy.

FAM 236. AURAL SKILLS (1). Designed to improve student's listening skills. Focuses on sight singing and dictation of diatonic melodies in major and minor keys (treble, alto, and bass clefs). Covers identification of scale types, intervals, triads, and dominant 7th chords.

FAM 240. BEGINNING CLASS PIANO (2). Introduces the keyboard and music reading to non music minors or majors with little or no prior keyboard experience. Studies very easy classical or popular repertoire.

FAM 241E-W. INTERMEDIATE CLASS PIANO (1). Members perform selections of their choice, prepare program notes, improve performance skills, join in critique, and hear new repertoire. Outside concert attendance required. Not a "how to play piano" course but "how to play better!" All levels of ability beyond beginner welcome! Prerequisite(s): FAM 247E or equivalent.

FAM 246E-W. APPLIED MUSIC: VOICE (1). Provides individual instruction in voice. Prerequisite(s): Permission of instructor. NOTE: Participation in a voice recital required.

FAM 247E-W. APPLIED MUSIC: PIANO (1). Provides individual instruction in piano. Prerequisite(s): Permission of instructor. NOTE: Participation in a piano recital required.

FAM 248E-W. APPLIED MUSIC: GUITAR (1). Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation.

FAM 252E-W. APPLIED MUSIC: BANJO (1). Provides individual instruction in banjo.

FAM 259E-W. JAZZ ENSEMBLE (2). The Regis Jazz Ensemble explores the American jazz repertoire, covering a variety of styles that developed from the early 20th century to today. Ensemble is open to wind, percussion, piano, bass, guitar, and brass instruments.

FAM 261E-W. APPLIED MUSIC: CLARINET (1). Provides individual instruction in clarinet.

FAM 269E-W. CHAMBER ENSEMBLE (2). The Regis Chamber Ensemble explores music from 1750 to today, concentrating on the wealth of symphonic literature for orchestral strings and woodwinds.

FAM 270E-W. REGIS COLLEGE SINGERS (1). Explores Acappella traditions from cultures as diverse as France, Bulgaria and South Africa. Includes solo opportunities in chamber choral ensemble situations. Prerequisite(s): Permission of instructor.

FAM 280E-W. APPLIED MUSIC: SAXOPHONE (1). Provides individual instruction in saxophone.

FAM 282E-W. APPLIED MUSIC: TRUMPET (1). Provides individual instruction in trumpet.

FAM 284E-W. APPLIED MUSIC: TROMBONE (1). Provides individual instruction in trombone.

FAM 402E-W. CONCERT CHOIR (2). Advanced choral ensemble work including more complex and challenging literature as well as on- and off-campus performance. Prerequisite(s): FAM 202 and permission of instructor. NOTE: Audition required.

FAM 409A. APPLIED VOICE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction for voice designed for students with prior vocal training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236 or equivalent. Majors and Minors only. Permission of instructor required.

FAM 409B. APPLIED VOICE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 409A. Private instruction for voice designed for students with prior vocal training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 409A or approval of Program Director required.

FAM 409C. APPLIED VOICE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 409B. Private instruction for voice designed for students with prior vocal training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency. Culminates in end-of-semester student recital. Prerequisite(s): FAM 409B or approval of Program Director required.

FAM 409D. APPLIED VOICE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 409C. Private instruction for the voice. Offers students with substantial prior vocal training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 409C or approval of Program Director required.

FAM 414E-W. APPLIED MUSIC: ADVANCED VIOLIN (1-2). Provides advanced individual instruction in violin. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 214E-W or permission of instructor.

FAM 415A. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the violin designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 415B. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 415A. Private instruction on the violin designed for students with prior string training. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 415A or approval of Program Director.

FAM 415C. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 415B. Private instruction on the violin designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the violin. Culminates in end-of-semester student recital. Prerequisite(s): FAM 415B or approval of Program Director required.

FAM 415D. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 415C. Private instruction on the violin. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 415C or approval of Program Director.

FAM 416E-W. APPLIED MUSIC: ADVANCED VIOLA (1-2). Provides advanced individual instruction in viola. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 216E-W or permission of instructor.

FAM 417A. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the viola designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 417B. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 417A. Private instruction on the viola designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of techniques suitable for student's level of proficiency. Prerequisite(s): FAM 417A or approval of Program Director.

FAM 417C. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 417B. Private instruction on the viola designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the viola. Culminates in end-of-semester student recital. Prerequisite(s): FAM 417B or approval of Program Director.

FAM 417D. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 417C. Private instruction on the viola. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 417C or approval of Program Director.

FAM 418E-W. APPLIED MUSIC: ADVANCED CELLO (1-2). Provides advanced individual instruction in cello. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 218E-W or permission of instructor.

FAM 419A. APPLIED CELLO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the cello designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of performance. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 419B. APPLIED CELLO: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 419A. Private instruction on the cello designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 419A or approval of Program Director.

FAM 419C. APPLIED CELLO: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 419B. Private instruction on the cello designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the cello. Culminates in end-of-semester student recital. Prerequisite(s): FAM 419B or approval of Program Director.

FAM 419D. APPLIED CELLO: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 419C. Private instruction on the cello. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 419C or approval of Program Director.

FAM 421E-W. APPLIED MUSIC: ADVANCED FLUTE (1-2). Provides advanced individual instruction in flute. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 221 or permission of instructor.

FAM 422A. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the flute designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors or Minors only. Permission of instructor required.

FAM 422B. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 422A. Private instruction on the flute designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 422A or approval of Program Director required.

FAM 422C. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 422B. Private instruction on the flute designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the flute. Culminates in end-of-semester student recital. Prerequisite(s): FAM 422B or approval of Program Director required.

FAM 422D. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 422C. Private instruction on the flute. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 422C or approval of Program Director.

FAM 423E-W. APPLIED MUSIC: ADVANCED OBOE (1-2). Provides advanced individual instruction in oboe. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 223 or permission of instructor.

FAM 424A. APPLIED OBOE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the oboe designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 424B. APPLIED OBOE: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 424A. Private instruction on the oboe designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 424A or approval of Program Director.

FAM 424C. APPLIED OBOE: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 424B. Private instruction on the oboe designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the oboe. Culminates in end-of-semester student recital. Prerequisite(s): FAM 424B or approval of Program Director.

FAM 424D. APPLIED OBOE: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 424C. Private instruction on the oboe. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 424C or approval of Program Director.

FAM 425E-W. APPLIED MUSIC: ADVANCED BASSOON (1-2). Provides advanced individual instruction in bassoon. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 225 or permission of instructor.

FAM 426A. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the bassoon designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 426B. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 426A. Private instruction on the bassoon designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 426A or approval of Program Director.

FAM 426C. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 426B. Private instruction on the bassoon designed for student with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the bassoon. Culminates in end-of-semester student recital. Prerequisite(s): FAM 426B or approval of Program Director.

FAM 426D. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 426C. Private instruction on the bassoon. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 426C or approval of Program Director.

FAM 427E-W. APPLIED MUSIC: ADVANCED RECORDER (1-2). Provides advanced individual instruction in recorder. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 227 or permission of instructor.

FAM 428A. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE I (1-2).

Private instruction on the recorder designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 428B. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 428A. Private instruction on the recorder designed for students with prior woodwind training. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 428A or approval of Program Director.

FAM 428C. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 428B. Private instruction on the recorder designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the recorder. Culminates in end-of-semester student recital. Prerequisite(s): FAM 428B or approval of Program Director.

FAM 428D. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 428C. Private instruction on the recorder. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 428C or approval of Program Director.

FAM 430E-W. CONCERT COLLEGIUM MUSICUM (2). Explores an array of literature from Gregorian Chant through the works of J.S. Bach. Advanced participants perform on- and off-campus. Prerequisite(s): FAM 230 and permission of instructor. NOTE: Audition required.

FAM 442E-W. PIANO ENSEMBLE (2). The Piano Ensemble is designed for intermediate to advanced pianists. Offers an ensemble opportunity for piano performance. May include piano duets and/or trios, quartets, quintets, with strings or winds. Prerequisite(s): FAM 247 or FAM 467 and permission of instructor.

FAM 443A. APPLIED PIANO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the piano designed for students with prior keyboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 443B. APPLIED PIANO: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 443A. Private instruction on the piano designed for students with prior keyboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 443A or approval of Program Director required.

FAM 443C. APPLIED PIANO: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 443B. Private instruction on the piano designed for students with prior keyboard training. Focuses on two pieces from different style periods that demonstrate an upper intermediate to advanced technical proficiency on the keyboard. Culminates in end-of-semester student recital. Prerequisite(s): FAM 443B or approval of Program Director required.

FAM 443D. APPLIED PIANO: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 443C. Private instruction on the piano. Offers students with substantial prior keyboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 443C or approval of Program Director.

FAM 448E-W. GUITAR ENSEMBLE (2). Emphasizes styles of music, dynamics, rhythm and harmonic structure in an acoustic ensemble. Prerequisite(s): FAM 248E or permission of instructor.

FAM 449A. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the guitar designed for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of instructor required.

FAM 449B. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 449A. Private instruction on the guitar designed for students with prior fretboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 449A or approval of Program Director.

FAM 449C. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 449B. Private instruction on the guitar designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the guitar. Culminates in end-of-semester student recital. Prerequisite(s): FAM 449B or approval of Program Director.

FAM 449D. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 449C. Private instruction on the guitar. Offers students with substantial prior fretboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 449C or approval of Program Director.

FAM 452E-W. APPLIED MUSIC: ADVANCED BANJO (1-2). Provides advanced individual instruction on the banjo. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 252 or permission of instructor.

FAM 453A. APPLIED BANJO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the banjo designed for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors. Permission of instructor required.

FAM 453B. APPLIED BANJO: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 453A. Private instruction on the banjo designed for students with prior fretboard training. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 453A or approval of Program Director.

FAM 453C. APPLIED BANJO: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 453B. Private instruction on the banjo designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the banjo. Culminates in end-of-semester student recital. Prerequisite(s): FAM 453B or approval of Program Director.

FAM 453D. APPLIED BANJO: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 453C. Private instruction on the banjo. Offers students with substantial prior fretboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 453C or approval of Program Director.

FAM 459E-W. CONCERT JAZZ ENSEMBLE (2). The Regis Concert Jazz Ensemble continues to explore material covered in FAM 259 with a focus on performance practice, especially improvisation and arrangement. The ensemble is open to wind, percussion, piano, bass, guitar, and brass instruments. Prerequisite(s): FAM 259 and permission of instructor.

FAM 461E-W. APPLIED MUSIC: ADVANCED CLARINET (1-2). Provides advanced individual instruction in clarinet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 261E-W and permission of instructor.

FAM 462A. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the clarinet designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of Instructor required.

FAM 462B. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 462A. Private instruction on the clarinet designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 462A or approval of Program Director required.

FAM 462C. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 462B. Private instruction on the clarinet designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the clarinet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 462B or approval of Program Director required.

FAM 462D. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 462C. Private instruction on the clarinet. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 462C or approval of Program Director required.

FAM 466E-W. APPLIED MUSIC: ADVANCED VOICE (1-2). Advanced vocal instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 246 and permission of instructor. NOTE: Audition required.

FAM 467E-W. APPLIED MUSIC: ADVANCED PIANO (1-2). Advanced piano instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 247 and permission of instructor. NOTE: Audition required.

FAM 468E-W. APPLIED MUSIC: ADVANCED GUITAR (1-2). Advanced instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 248 and permission of instructor. NOTE: Audition required.

FAM 469E-W. CONCERT CHAMBER ENSEMBLE (2). The Regis Concert Chamber Ensemble explores symphonic literature from 1750 with an emphasis on material that demands a higher level of performance technique and mastery than Chamber Ensemble, FAM 269 (such as concertos and solo repertoire). Prerequisite(s): FAM 269E-W and permission of instructor.

FAM 480E-W. APPLIED MUSIC: ADVANCED SAXOPHONE (1-2). Provides advanced individual instruction on the saxophone. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 280E-W and permission of instructor.

FAM 481A. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors. Permission of instructor required.

FAM 481B. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 481A. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 481A or approval of Program Director.

FAM 481C. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 481B. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the saxophone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 481B or approval of Program Director.

FAM 481D. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 481C. Private instruction on the saxophone. Offers students with substantial prior saxophone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 481C or approval of Program Director.

FAM 482E-W. APPLIED MUSIC: ADVANCED TRUMPET (1-2). Provides advanced individual instruction on the trumpet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 282E-W and permission of instructor.

FAM 483A. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors. Permission of instructor required.

FAM 483B. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 483A. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 483A or approval of Program Director.

FAM 483C. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 483B. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trumpet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 483B or approval of Program Director.

FAM 483D. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 483C. Private instruction on the trumpet. Offers students with substantial prior trumpet knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 483C or approval of Program Director.

FAM 484E-W. APPLIED MUSIC: ADVANCED TROMBONE (1-2). Provides advanced individual instruction on the trombone. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 284E-W and permission of instructor.

FAM 485A. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors. Permission of instructor required.

FAM 485B. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE II (1-2).

Continuation of FAM 485A. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 485A or approval of Program Director.

FAM 485C. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE III (1-2).

Continuation of FAM 485B. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trombone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 485B or approval of Program Director.

FAM 485D. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE IV (1-2).

Continuation of FAM 485C. Private instruction on the trombone. Offers students with substantial prior trombone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 485C or approval of Program Director.

FAM 490E-W. INDEPENDENT STUDY IN MUSIC (1-3). Explores area of special interest. Prerequisite(s): Approval of Department Chair.

FAM 498E-W. INTERNSHIP IN MUSIC (3). Provides practical experience and intellectual guidance in an area of music. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FINE ARTS: MUSIC HISTORY (FAMH)

FAMH 450. WORLD MUSIC LITERATURE (3). Studies musical practices of diverse cultures, including instrumental and vocal styles, dance, drama, and ceremonies, with an emphasis on research. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 451. HISTORY OF U.S. FOLK, POP AND JAZZ (3). Surveys various folk, popular and jazz styles cultivated in the United States from the 18th century to the present. Research project will explore a topic in American Music. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 452. HISTORY OF WESTERN CLASSICAL MUSIC (3). Examines Western European art music traditions, through a historical survey of the style, structure, and function of music. Students discover the rich variety of Western European art music while developing a working vocabulary and understanding of musical terms. Improves listening skills and advances the ability of students to articulate relevant observations about music through independent, objective, and critical musical thought. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 453E-W. TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content and context. Prerequisite(s): FAM 235 and FAM 236. Majors and Minors only. Permission of Instructor required.

FAMH 454. HISTORY AND PERFORMANCE OF AMERICAN MUSICAL THEATRE (3). Provides a comprehensive approach to learning by providing students with a historical and cultural background to the major developments of Musical Theatre and by developing performance skills through participation in class performances and a cabaret-style concert at the end of the semester (presented by the Department of Fine and Performing Arts). Prerequisite(s): FAM 235 and FAM 236 or permission of instructor required.

GEOLOGY

A major in Geology is not available.

GEOLOGY COURSE DESCRIPTIONS (GE)

GE 201. PHYSICAL GEOLOGY (3). Introduces physical geology, Earth materials, history of Earth, geophysics and geochemistry. Examines the topography and structural features of the Earth, soils, and soil formation and the geological processes involved in their development. Co-requisite: GE 202. NOTE: Designed primarily for Environmental Studies majors and those interested in natural history.

GE 202. PHYSICAL GEOLOGY LABORATORY (1). Field and indoor laboratory studies include the recognition of common rocks and minerals, soil analysis, interpretation and use of topographic maps and dynamics of processes that shape landscapes. Co-requisite: GE 201. Fee required. NOTE: One three-hour laboratory per week. Field trips to sites of geological interest in Colorado required.

GE 204E-W. TOPICS IN GEOLOGY (3). Develops course content around a central geological theme on selected topics chosen by the instructor. Co-requisite: GE 205E-W. NOTE: Designed specifically for nonscience majors to meet Natural Science Core requirement.

GE 205E-W. TOPICS IN GEOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: GE 204E-W.

HISPANIC STUDIES

A major in Hispanic Studies is available only through the Thematic Major Program.

HISPANIC STUDIES MINOR

12 SH

Twelve (12) upper division semester hours of Spanish courses that deal with Spanish literature or language, Hispanic civilization or Hispanic literature in translation.

HISTORY AND POLITICS

Rev. James Guyer, S.J., Assistant Professor, Chairperson
Dr. Ronald Brockway, Professor
Dr. Gladys Frantz-Murphy, Professor
Dr. James Riley, Professor
Dr. Terry Schmidt, Professor
Dr. Daniel Clayton, Associate Professor

HISTORY MAJOR

39 SH

Lower Division Requirements

12 SH

Twelve (12) lower division semester hours of History courses with at least three (3) fields (Asia, Europe, Middle East, United States, World,) and two (2) time periods covered (before 1600 and after 1600). One (1) three (3) semester hour course constitutes minimum representation.

Upper Division Requirements 27 SH

HS 495J—Seminar in History: Reading Seminar	3 SH
HS 495K—Seminar in History: Research Seminar	3 SH
HS 498E—W-Internship in History	3 SH

Plus eighteen (18) upper division semester hours of History courses with at least two (2) fields (Asia, Europe, Middle East, United States) represented. One (1) three (3) semester hour courses constitutes minimum representation.

HISTORY MINOR 12 SH**Upper Division Requirements** 12 SH

Twelve (12) upper division semester hours of History courses selected with the approval of the major advisor.

POLITICS MAJOR 33 SH**Lower Division Requirements** 9 SH

POL 215—Introduction to United States National Politics	3 SH
POL 231—Introduction to International Relations	3 SH
POL 241—Introduction to Comparative Politics and Government	3 SH

Upper Division Requirements 24 SH

POL 499—Capstone Seminar in Politics	3 SH
An Upper Division History Course	3 SH

Plus eighteen (18) upper division semester hours of Politics courses, which must include a minimum of one, three (3) semester hour course, selected from each of the following four areas:

United States 3 SH

POL 400—United States Constitutional Law: Structure and Process	3 SH
POL 401—United States Constitutional Law: Civil Rights and Liberties	3 SH
POL 403—Courts and the Judicial Process	3 SH
POL 413—United States Elections and Political Behavior	3 SH
POL 414—The United States Presidency	3 SH
POL 416—United States Congress and Legislative Process	3 SH
POL 421—State and Urban Politics	3 SH
POL 496E-W—Seminar in United States Politics	3 SH

International or Comparative 3 SH

POL 432—International Political Economy	3 SH
POL 439—United States Foreign Policy Since World War II	3 SH
POL 445—Comparative Public Policy	3 SH
POL 449—Comparative Foreign Policy	3 SH
POL 450—International Organizations	3 SH
POL 481—Theories of International Relations	3 SH
POL 493E-W—Seminar in International Politics	3 SH
POL 494E-W—Seminar in Comparative Politics	3 SH

Political Thought 3 SH

POL 482E-W—Topics in Political Theory	3 SH
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Internship 3 SH

POL 498E-W—Internship in Political Science	3 SH
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POLITICS MINOR 12 SH**Upper Division Requirements** 12 SH

Twelve (12) upper division semester hours of Politics courses selected with the approval of the major advisor.

HISTORY AND POLITICS COURSE DESCRIPTIONS (HS & POL)**HISTORY (HS)**

HS 213. SURVEY OF WESTERN CIVILIZATION TO 1600 (3). Studies the evolution of western civilization from the beginnings of civilization through the period of the Reformation. Emphasizes concepts and institutions that have played major roles in the evolution of western civilization. Includes major themes on the formation of the great religions which have influenced the West, Classical culture, the Middle Ages, the Renaissance and the Reformation.

HS 214. SURVEY OF WESTERN CIVILIZATION SINCE 1600 (3). Traces the evolution of modern western civilization, and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on absolutism, the Enlightenment, the French Revolution, the great wars of the 20th century and the ideologies of the modern world.

HS 223. HISTORY OF THE UNITED STATES TO 1877 (3). Surveys the development of United States civilization from the era of discovery, exploration and settlement to the end of the Reconstruction.

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 231. WORLD HISTORY TO 1500 (3). Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations, the Middle East, India, China and the Americas, through classical civilizations and Europe.

HS 232. WORLD HISTORY SINCE 1500 (3). Traces the origins of an interdependent world through investigation of modern history in a global context. Examines how Europe, relatively insignificant in 1500, came to dominate the globe by 1900. Includes nationalism, decolonization, the Cold War and the end of bipolarity.

HS 253. SURVEY OF ASIAN HISTORY TO THE 19th CENTURY (3). Surveys the history of East Asia (China, Japan, and Korea) from earliest times to the arrival of Western imperialism.

HS 254. SURVEY OF ASIAN HISTORY SINCE 1850 (3). Provides an overview of East Asia (China, Japan, and Korea) during modern times, emphasizing cultural developments, modern institutions, increased trade, industrialization, imperialistic intrusions, destructive warfare and burgeoning population.

HS 346/446. HISTORY OF ISLAM (3). Explores foundational texts of Islam within their historical context, the emergence of sectarianism in the development of Islam as it spread to the rest of the world, and contemporary and political Islam.

HS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: WS 420.

HS 425. THE CIVIL WAR AND RECONSTRUCTION: 1848-1877 (3). Summarizes the history of the United States. Includes the war with Mexico (1840s), the presidencies of Abraham Lincoln and Jefferson Davis, the prosecution of the war between the states, the diplomacy of both the union and the confederate governments, the politics of emancipation and reconstruction policy. Provides an overview of the ongoing efforts of historians to evaluate and interpret this era.

HS 426. THE AGE OF ENTERPRISE, 1865 - 1917 (3). Studies the United States from the end of the Civil War to World War I, emphasizing transportation, industrial expansion, the rise of organized labor, populism and progressivism and the growth of American power.

HS 427. 20th CENTURY UNITED STATES, 1917-1945 (3). Studies the history of the United States from intervention in World War I to the end of World War II, emphasizing the Depression and the New Deal.

HS 428. UNITED STATES HISTORY, 1945 TO THE PRESENT (3). Studies recent events and trends in the United States since the end of World War II.

HS 430. HISTORY OF COLORADO (3). Surveys Indian, Spanish, French and United States influences; the impact of traders, trappers, miners, cattlemen and farmers; the creation and organization of the Territory; the movement for statehood and the problems of a rapidly growing commonwealth.

HS 437. THE WEST IN UNITED STATES HISTORY (3). Includes an inquiry into the influence of the West on United States history, the settlement of the western regions, problems of frontier transportation and finance, and the organization of new government entities.

HS 451. HISTORY OF PREMODERN JAPAN (3). Traces themes from earliest times into the Tokugawa period. Examines Shintoism, Buddhism, Chinese influences, the Japanese genius for adaptation, the rise of the samurai class, cultural advances and institutional and social developments that grounded the modern transformation. Prerequisite(s): Junior standing or permission of instructor.

HS 452. HISTORY OF MODERN JAPAN (3). Studies Japan's attempts, beginning in the mid-19th century, to face the Western challenge, internal reforms, the Meiji restoration of the emperor, the astounding efforts of modernization, involvement with imperialism and war, adventures in China, the struggle at home between the forces of militarism and democracy, the Pacific war and occupation and the economic miracle. Prerequisite(s): Junior standing or permission of instructor.

HS 453. HISTORY OF IMPERIAL CHINA (3). Studies the dynastic cycles, Confucianism and Taoism, in their historical settings; the "barbarian" threat, the Golden Ages of Chinese culture; the tributary system; the early European arrivals; the Rites controversy; and Western fascination for Chinese ways. Concludes with the Qing dynasty in the early 1800's.

HS 454. HISTORY OF MODERN CHINA (3). Examines the institutions and developments of the late 19th and 20th centuries. Includes the Self-Strengthening Movement, Western imperialism, the transformation of the gentry and peasant classes, the use of revolutions, the rise of the Communist and Nationalist parties, the Maoist cult, the Cultural Revolution and subsequent developments. Prerequisite(s): Junior standing or permission of instructor.

HS 457. THE PACIFIC WAR: PEARL HARBOR AND NAGASAKI (3). Sorts out and evaluates the many interpretations of the war. Relying on books and/or films, traces the struggle between Japan and the United States, emphasizing Japan. Examines imperialistic military adventurism versus liberal democracy. Studies Japanese and American goals and diplomacy over issues in the western Pacific, the domestic implications for Japan and the impact of the war on Japanese society. Prerequisite(s): Junior or Senior standing or permission of instructor.

HS 463. THE AGE OF ENLIGHTENMENT (3). Studies the political, economic, social, religious and intellectual world of Europe from the Reformation to the French Revolution.

HS 464. 19th CENTURY EUROPE, 1789-1914 (3). Studies the great age of European dynamism emphasizing political and economic events. Includes the French Revolution, industrialization, the rise of the working class, Marxism, unification of Italy and Germany, nationalism, the New Imperialism and the origins of World War I.

HS 465. EUROPE SINCE 1914 (3). Studies the transformation of Europe following World War I emphasizing economic, political and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 468. MODERN GERMAN HISTORY (3). Studies the course of German history from 1815 to 1945. Emphasizes the age of revolution, the evolution of German nationalism, the unification movement, Bismarck and Imperial Germany, the First World War and Versailles, the Weimar Republic, Hitler and the Third Reich and Germany's involvement in World War II. Also emphasizes the origins of the Third Reich.

HS 469E-W. TOPICS IN EUROPEAN HISTORY (3). Provides an in-depth analysis of topics such as economic and social history, women and gender, or religion, and the Cold War.

HS 475. ANCIENT NEAR EAST AND MEDITERRANEAN (3). Compares the origins and development of the riverine civilizations of Mesopotamia and Egypt and the area of the eastern Mediterranean which they came to dominate. Includes the origins and development of classical Greek and Roman civilization to the rise of Islam.

HS 477. THE MODERN MIDDLE EAST (3). Surveys the Ottoman Empire and Iran from the beginning of their incorporation into the world economy through the rise of rival nationalisms and imperialisms, the postwar division into nation states, the Arab-Israeli conflict, the Cold War, and international oil industry.

HS 483E-W. MODEL LEAGUE OF ARAB STATES (3). Provides a participatory simulation experience in international relations. Students represent a particular Arab state, serve on one of five committees, and attend a 3-4 day Model League in Colorado and/or elsewhere. Arab states covered vary with each offering. Prerequisite(s): Permission of instructor.

HS 489E-W. TOPICS IN EAST ASIAN HISTORY (3). Provides an in-depth analysis of a significant East Asian problem. Content varies from year to year. May include the communist revolution in China, the Meiji Restoration, the Nanjing (Nationalist) Decade in China, Japanese democracy in the inter-war years, the Korean War or imperialism in East Asia. Prerequisite(s): Junior standing and permission of instructor.

HS 490E-W. INDEPENDENT STUDY IN HISTORY (1-3). Offers an opportunity for independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair.

HS 495E-W. SEMINAR IN HISTORY (3). Focuses on the application of research methodology appropriate to the seminar topic. Prerequisite(s): Permission of instructor.

HS 495J. SEMINAR IN HISTORY: READING SEMINAR (3). One of two seminars in historiography required of all History majors, the Reading Seminar focuses on critical analysis of selected themes in historical writing. The Reading Seminar is team-taught by members of the History faculty.

HS 495K. SEMINAR IN HISTORY: RESEARCH SEMINAR (3). One of two seminars in historiography required of all History majors, students in the Research Seminar engage in the process of researching, writing, and presenting a major seminar paper. The Research Seminar is supervised by the History faculty.

HS 498E-W. INTERNSHIP IN HISTORY (3). Provides practical experience in applied history. Students are placed according to their interest at national archives, museums, historical societies, public interest groups, nonprofit organizations, international businesses, at the local, regional, national or international level. Includes research work in history with the Department's faculty. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: 10-20 hours per week required.

POLITICS (POL)

POL 215. INTRODUCTION TO UNITED STATES NATIONAL POLITICS (3). Studies the basic institutions of American government and the forces that shape governmental action. Examines the constitution, the role of the presidency, federal-state relations, the party system and the operation of the Congress and the courts.

POL 231. INTRODUCTION TO INTERNATIONAL RELATIONS (3). Evaluates the elements, relationships, issues and problems of contemporary international relations. Includes national systems, superpower relations, diplomacy, war, international organizations, arms control, North-South relations and interdependency.

POL 241. INTRODUCTION TO COMPARATIVE POLITICS AND GOVERNMENT (3). Compares and evaluates power, policy, politics and government in contemporary nation states. Includes political culture and socialization, governmental structures and performance in political systems.

POL 400. UNITED STATES CONSTITUTIONAL LAW: STRUCTURE AND PROCESS (3). Studies the development of the U.S. Constitution in the areas of judicial review, executive and legislative powers, federalism and the framework of the U.S. government. Employs the case method. Prerequisite(s): Junior or Senior standing or permission of instructor required.

POL 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law, rights of the accused, rights of privacy, criminal procedure, freedom of expression, association and religion, and equality under the law. Employs the case method. Prerequisite(s): POL 215. Cross listing: CR 401.

POL 403. COURTS AND THE JUDICIAL PROCESS (3). Explores administration of justice, emphasizing United States systems. Focuses on judicial decision-making and procedures in federal and state judicial systems. Cross listing: CR 403.

POL 410. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions. Cross listing: EC 412.

POL 413. UNITED STATES ELECTIONS AND POLITICAL BEHAVIOR (3). Examines U.S. elections in the context of the political arena. Emphasizes political parties, special interest groups, voting behavior and campaign strategies.

POL 414. THE UNITED STATES PRESIDENCY (3). Analyzes the principal institutions, functions and problems of the presidency and federal executive branch. Focuses on presidential leadership, staffing, executive-legislative relations and policy formation. Prerequisite(s): POL 215 or permission of instructor.

POL 416. UNITED STATES CONGRESS AND LEGISLATIVE PROCESS (3). Examines procedures, structures, personnel, powers and restraints in relation to other government forces. Prerequisite(s): Junior standing or permission of instructor.

POL 421. STATE AND URBAN POLITICS (3). Explores state and urban political systems as they function within the American federal structure. Emphasizes governmental functions, interactions, structures, constraints and resources. Prerequisite(s): Junior or Senior standing or permission of instructor required. Cross listing: CR 421.

POL 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 432 and ENVS 432.

POL 439. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II (3). Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers policies adopted by the U.S. to deal with the perceived international system, including intended outputs and actual outcomes of policy, and contemporary challenges. Prerequisite(s): POL 231 or POL 241.

POL 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 445 or ENVS 445.

POL 449. COMPARATIVE FOREIGN POLICY (3). Provides a comparative study and analysis of the foreign policies of a variety of important contemporary nation-states. Emphasizes international systems, foreign policy objectives, policymaking and implementation processes, and foreign policy outputs and outcomes. Prerequisite(s): POL 231 or POL 241.

POL 450. INTERNATIONAL ORGANIZATIONS (3). Describes and evaluates the theory and practice of international organizations, emphasizing the United Nations and its specialized agencies, regional organizations and functional institutions. Prerequisite(s): POL 231 or POL 241.

POL 481. THEORIES OF INTERNATIONAL RELATIONS (3). Explores primary theoretical approaches to understanding international relations, including individual, state and systemic levels of analysis, analyzed from realist, idealist, and radical perspectives. Compares and analyzes theories by their assumptions, major assertions, and empirical manifestations and implications for present and future international relations. Prerequisite(s): POL 231 or POL 241.

POL 482E-W. TOPICS IN POLITICAL THEORY (3). Provides an intensive examination of the nature and aims of various forms of political theory, specific periods of political thought, major political thinkers or significant topics in political theory.

POL 490E-W. INDEPENDENT STUDY IN POLITICS (1-3). Offers an opportunity for independent exploration of areas of interest under the supervision of department member. Prerequisite(s): Approval of Department Chair.

POL 493E-W. SEMINAR IN INTERNATIONAL POLITICS (3). Provides an intensive study of selected issues and problems of international politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): POL 231 or POL 241. Junior standing.

POL 494E-W. SEMINAR IN COMPARATIVE POLITICS (3). Provides an intensive study of selected issues, problems and regions in comparative politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): POL 231 or POL 241. Junior standing.

POL 495E-W. SEMINAR IN POLITICS (3). Provides an intensive study of selected topics, issues or problems in political science. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 496E-W. SEMINAR IN UNITED STATES POLITICS (3). Provides an intensive study of selected issues of U.S. politics, emphasizing individual research projects. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 498E-W. INTERNSHIP IN POLITICS (3). Offers an opportunity for placement in a governmental organization or private institution involved in political processes. Progress is guided and monitored by the site supervisor and the faculty sponsor. Site selection emphasizes the best combination of prior academic learning and on-the-job experience. Prerequisite(s): Senior standing. Approval of Departmental Chair and Director of Experiential Education.

POL 499. CAPSTONE SEMINAR IN POLITICS (3). Provides majors in Politics the opportunity to work closely with the professor in an examination of the selected topic(s). This work will culminate in the production of a major paper equivalent to a senior thesis. Utilization of professional literature (both printed and electronic) will be required during the research process. Prerequisite(s): Senior standing.

HONORS PROGRAM

The Honors Program at Regis is an alternative way of meeting the College's Core requirements. At least twenty-seven (27) semester hours of Honors courses substitute for a portion of the Core curriculum. The honors curriculum has two (2) major components: a five (5) semester sequence of Core Seminars, and a requirements for at least four (4) dedicated Core replacement courses which can be offered by any department.

The Core Seminars: In the honors curriculum, there is a five (5) course sequence that replaces the standard Core Seminars and EN 210 (the introductory Literature course). Each seminar is organized under a broad theme that invites interdisciplinary conversation from at least three perspectives, and thus is taught by faculty members from different disciplines. Each seminar takes its charter from the University Mission Statement and Core Philosophy Statement, drawing course objectives and a potential reading list from the synergy between these grounding documents. Each of these courses is thematically oriented and historically recursive.

Dedicated Core Replacements: All departments have an opportunity to teach an Honors Only section of the Core courses. Each of these honors offerings meets certain protocols—such as expecta-

tions for greater depth or student involvement—and is approved by the Honors Advisory Committee. These sections are open primarily to honors students, however instructors have the option to grant permission to students from their major to join the seminar. Honors students must enroll in at least four (4) dedicated honors courses in addition to the five (5) Core seminars, although many students opt for more.

The most accomplished students accepted into Regis College are invited each spring to make application to participate in this more rigorous and interdisciplinary curriculum. The Honors Program is competitive and normally limited to thirty (30) students per year. Participation in Honors also promotes integration of a student's intellectual life with personal, community, and world experiences. All Honors students prepare either a Senior Thesis or a Senior Portfolio, so the Program is especially well suited for anyone planning on graduate study or a professional program such as law or medicine. To be distinguished as an honors graduate, a student must maintain a 3.500 cumulative grade point average, complete at least twenty-seven (27) semester hours of dedicated honors courses, and complete either a Senior Thesis or a Senior Portfolio. Students interested in the Honor Program should contact the Director to apply.

All Honors students take a special Honors section of the following Core courses:

CCS 200H—Honors Freshman Writing Seminar	3 SH
CCS 300H—Honors Sophomore Seminar	3 SH
CCS 400H—Honors Junior Seminar	3 SH
CCS 450H—Honors Senior Seminar	3 SH
EN 210H—Honors Freshman Literature	3 SH

In addition to the Core courses, all Honors students also take at least four (4) other honors courses, which include at least three (3) Dedicated Core Replacement honors courses and may include three (3) semester hours of the following:

HO 390E-W—Special Studies in Honors	1-3 SH
HO 490E-W—Independent Study in Honors	1-3 SH
HO 493A—Honors Thesis Research Seminar A	1-2 SH
HO 493B—Honors Thesis Research Seminar B	1-2 SH
HO 499—Honors Thesis	1 SH

HONORS COURSE DESCRIPTIONS

COLLEGE CORE SEMINARS (CCS)

CCS 200H. HONORS FRESHMAN WRITING SEMINAR (3). As the foundational offering in a five-semester honors sequence, this course begins a series of historically recursive seminars that bring the traditions of Christianity and classical learning into fruitful engagement with new developments in culture and thought. Examines the human heart and mind, the timeless struggle between reason and emotion, situating the conversation within an ongoing dialog on the nature of education and a university's role in fostering it. NOTE: Honors students only.

CCS 300H. HONORS SOPHOMORE SEMINAR (3). As the third course in a five-semester honors sequence, this course invites students to consider the human person in relation to both society and the natural world. Using a historically recursive

approach, students investigate the scientific method and induction as modes of understanding our world. Prerequisite(s): CCS 200H and EN 210H. NOTE: Honors students only.

CCS 400H. HONORS JUNIOR SEMINAR (3). As the fourth course in a five-semester honors sequence, this course examines complex moral problems, considering ethics, social movements, conflict resolution, as well as historical and contemporary notions of peace and justice as it cultivates an international perspective on fundamental questions about peace, security, and justice in the global community. Develops skills in research, analysis, argument, and synthesis. Prerequisite(s): CCS 300H. NOTE: Honors students only.

CCS 450H. HONORS SENIOR SEMINAR (3). As the final course in a five-semester honors sequence, this course returns to the central question of the Regis mission 'How ought we to live?' Building upon the interdisciplinary efforts of all previous honors seminars, this capstone seminar promotes communal and critical reflection on the ways in which a Jesuit liberal arts and honors education informs individual responses to this vital question. Prerequisite(s): CCS 400H. NOTE: Honors students only.

ENGLISH (EN)

EN 210H. HONORS FRESHMAN LITERATURE (3). As the second course in a five-semester honors sequence, this course draws upon the intellectual tradition commonly called the humanities—an interdisciplinary blend of literature, art/music history, philosophy, history, film, etc.—as it investigates the play between tradition and innovation in the human story. Emphasizes critical analysis and writing competence. NOTE: Honors students only.

HONORS (HO)

HO 300. INTELLECTUAL NETS AND NETWORKS (1). Examines techniques for classifying information into periods, schools of thought, academic disciplines and ideologies. Provides students the logical means of grasping information outside their particular area of expertise through the reading of primary source essays in a variety of disciplines.

HO 328E-W/428E-W. ECONOMY AND TECHNOLOGY (3). Provides a concentrated study of the provision, distribution and consumption of the materials that shape our lives, and compares our present situation with that of our contemporaries elsewhere and with societies at other times in human history.

HO 338E-W/438E-W. NATURE AND THE COSMOS (3). Investigates how the human mind relates to the physical universe and shows how scientific discovery relates to the culture in which it takes place.

HO 348E-W/448E-Z. PERSONAL VALUE (3). Provides a concentrated study of the development of values and ideals. Explores aesthetic, ethical and social values; how these interrelate; how we judge their appropriateness and completeness; and the psychological processes at work in values acquisition.

HO 368E-W/468E-W. TRANSCENDENCE/ULTIMACY (3). Focuses on the major ways in which human beings have understood the Divine, the Good, the One. Includes inquiry into the origin and nature of the human quest for transcendence and the study of the major issues raised about traditional understandings of the transcendent by the modern world.

HO 378E-Z/478E-Z. THE POLIS (3). Analyzes major theories and models of how human society might be organized, and some major historical examples of how social organization has been developed.

HO 390E-W. SPECIAL STUDIES IN HONORS (1-3). Students work with an instructor to explore areas of interest, especially topics for an Honors Thesis. Prerequisite(s): Approval of Honors Director.

HO 490E-W. INDEPENDENT STUDY IN HONORS (1-3). Offers an opportunity to explore an idea, issue, problem or project from an interdisciplinary perspective with the consent and collaboration of an instructor. Prerequisite(s): Approval of Director of the Honors Program.

HO 493. HONORS SYMPOSIUM (1-3). Students prepare the honors thesis produced in HO 499 for presentation in a defense or a symposium. Students submit abstracts, put documents in final bound form, prepare theses for submission to the library archive and make a public presentation of their work. Public presentations may be in the form of a traditional thesis defense or participation in a symposium panel. Prerequisite(s): HO 499 and Senior standing.

HO 493A. HONORS THESIS RESEARCH SEMINAR A (1-2). Focuses on the application of research methodology appropriate to the student's thesis topic. Student's conduct research, complete a literature review, prepare an annotated bibliography, and present a specific proposal for their thesis. Prerequisite(s): Junior Standing.

HO 493B. HONORS THESIS RESEARCH SEMINAR B (1-2). A continuation of HO 493A. Focuses on the application of research methodology appropriate to the student's thesis topic. Student's conduct research, complete a literature review, prepare an annotated bibliography, and present a specific proposal for their thesis. Prerequisite(s): Senior standing.

HO 499. HONORS THESIS (1). Students prepare the honors thesis produced in HO 493A and HO 493B for presentation in a defense or symposium. Students submit final drafts of the thesis, prepare the document for permanent binding and submission to the library archives, and make a public presentation of their work. Prerequisite(s): HO 493A and HO 493B. Senior standing.

HUMANITIES

Humanities courses offer an integrated approach to the liberal arts. Regis believes that a multi-disciplinary approach to learning can best help the undergraduate achieve the aims of a broad general education and provide a solid basis for more specialized learning in upper division courses.

Representative works from the literature and history of Western people are examined within the context of the philosophy, art and music that helped shape Western civilization.

ENROLLMENT

Lower division courses (except for the Humanities Colloquium) are open to all Regis students. These courses meet the Core Studies requirement in Literature or Fine Arts. Upper division courses may require the permission of the instructor, and may have lower division prerequisites. The Department of Humanities may be contacted for further information.

HUMANITIES COURSE DESCRIPTIONS (HU)

HU 201. HUMANITIES COLLOQUIUM: LITERATURE (3). Surveys literature expanding ancient Greek texts to 20th century writers. Explores literary ideas in the context of worldviews. Co-requisite: HU 203. Prerequisite(s): Approval of Honors Program Director.

HU 203. HUMANITIES COLLOQUIUM: ART HISTORY (3). Examines art from prehistory to the 20th century. Explores these works and ideas in the context of worldviews. Co-requisite: HU 201. Prerequisite(s): Approval of Honors Program Director.

HU 205. INTRODUCTION TO THE HUMANITIES (3). Provides an interdisciplinary course that considers the theme of the human quest for freedom in the 20th century. Literary readings include poetry, novels, plays and short stories. Philosophic readings are taken from Dewey, Freud and Marx. The fine arts component examines modern painting and sculpture from the French Impressionists to the contemporary New York scene.

HU 310. ROAD TO SCIENCE FICTION I (3). Examines the genesis of this genre from Lucian of Samosota to H. G. Wells. Utopian voyagers include Mary Shelley, the American Romantics (Hawthorne and Melville, Edward Bellamy, Jules Verne), turn-of-the century writers and H. G. Wells. Prerequisite(s): EN 210; HU 201 or HU 205.

HU 365. A LITERARY TOUR OF IRELAND (3). Introduces students to the works and work places of such writers as Yeats, Shaw, Synge, Beckett, Kavanagh, Behan, Joyce, and others. Studies a variety of genres and disciplines, and will visit important spiritual and intellectual places while in Ireland. NOTE: Classes will meet in Trinity College, Clongowes Wood College, Glenstal Abbey and Tig Ruair, Inis Oirr, Aran.

HU 492E-W. TOPICS IN HUMANITIES (3). Provides a value-based approach to explore special topics focusing on the integration of literature, humanities, and the arts. Prerequisite(s): EN 210 or HU 201.

LEARNING SUPPORT

Courses designated by the "LS" prefix are available to Regis College students as electives in their program of study. The courses are designed to develop skills necessary for successful college-level academic work.

LEARNING SUPPORT COURSE DESCRIPTIONS (LS)

LS 201. READING DEVELOPMENT (1). Provides structured opportunities to develop reading rate and comprehension through wide reading practices.

LS 203. MATH LEARNING STRATEGIES (1). Provides help for students with learning difficulties in the areas of mathematics or science. Emphasizes better self-understanding as learners in these disciplines. Enables students to select and employ appropriate and effective learning/study strategies. Co-requisite: Any Mathematics course.

LS 210. READING EFFICIENCY (2). Develops strategies to increase ability to process information while reading. Studies methods of recording meanings from text which improve memory. Primarily a reading rate and memory improvement course requiring basic reading ability.

LS 230. BASIC WRITING WORKSHOP (1). Develops ability to write clearly and effectively, and organize and develop ideas through frequent writing practice. Provides

opportunities for individual conferences with the instructor and for small group writing and editing sessions with other students.

MATHEMATICS

Dr. Linda Duchrow, Associate Professor, Chairperson
Dr. Diane Wagner, Associate Professor
Dr. Suzanne Caulk, Assistant Professor
Dr. James Seibert, Assistant Professor

Departmental Regulations

The MT 360C requirement will be waived for students who take MT 402. MT 402 will count as an upper division elective. Credit may be received for MT 360C or MT 402, not both.

The modern language recommended for mathematics majors planning to enter graduate school is either French or German.

MATHEMATICS MAJOR 24-36 SH**Lower Division Requirements* 0-12 SH**

MT 360A—Calculus I	4 SH
MT 360B—Calculus II	4 SH
MT 360C—Calculus III	4 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Mathematics courses, which must include:

MT 423A—Abstract Algebra I	3 SH
Upper Division Mathematics Electives	21 SH

Strongly recommended courses, especially for students planning to go to graduate school include:

MT 415—Linear Algebra	3 SH
MT 454—Real Analysis	3 SH
MT480—Complex Analysis	3 SH

MATHEMATICS MINOR 12-20 SH**Lower Division Requirements* 0-8 SH**

MT 360A—Calculus I	4 SH
MT 360B—Calculus II	4 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Mathematics courses beyond the Core Studies requirement, selected with the approval of the major advisor.

* Lower division major/minor requirements may not be required depending upon mathematics placement.

MATHEMATICS COURSE DESCRIPTIONS (MT)

MT 201. COLLEGE ALGEBRA (3). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions and linear systems of equations. Prerequisite(s): Placement by department.

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics of interest to the liberal arts' student. Extensive use of technology to explore logic, matrices, probability, exponentials, graph theory, linear programming, game theory and problem solving skills usable by a productive citizen. Prerequisite(s): Placement by department.

MT 231. PLANE TRIGONOMETRY (3). Presents trigonometric functions, relation and graphs, solution of triangles, solution of trigonometric equations and identities, applications, other topics as time permits. Prerequisite(s): MT 201 or placement by department.

STUDENTS MAY TAKE ONLY ONE OF THE FOLLOWING COURSES FOR CREDIT: MT/BA 270, MT 272, OR MT 274.

MT 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistic, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics. Prerequisite(s): Two (2) years of High School Algebra required. Cross listing: BA 270. NOTE: See above.

MT 272. STATISTICS FOR THE LIFE SCIENCES (3). Presents introductory statistics emphasizing application in biology, psychology, neuroscience, and kinesiology. Includes descriptive statistics, hypothesis testing, regression, t-tests, Chi-square, and ANOVA with particular emphasis to analysis using p-scores. Prerequisite(s): Two (2) years of High School Algebra required. NOTE: See above.

MT 274. INTRODUCTION TO STATISTICS FOR HEALTH PROFESSIONS (3). Provides basic understanding of statistical analysis in the health sciences. Focuses on the interpretation and analysis of health care data as it applies to organizational and clinical decision-making. Uses case studies to demonstrate measures of central tendency, position, and variation. Explores quantitative epidemiology concepts as applied to analysis of the health needs of a population, skills needed to evaluate inference in hypothesis testing including the t-test, F-test and chi-square test. NOTE: See above.

MT 340. QUANTITATIVE METHODS (3). Introduces operations research. Emphasizes decision making under conditions of uncertainty, linear programming, regression models, PERT and CPM, and other quantitative techniques used in a typical business setting. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 340.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 231 or placement by department.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): MT 360A or placement by department.

MT 360C. CALCULUS III (4). Presents topics of multivariable calculus including calculus of vector functions, multivariable functions, partial derivatives, multiple inte-

grals, applications and other topics as time permits. Prerequisite(s): MT 360B or placement by department. NOTE: Student may receive credit for MT 360C or MT 402, not both.

MT 370. INTERMEDIATE STATISTICS (3). Introduces stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, -factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and the Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 370 and PY 370.

MT 402. MULTIVARIATE AND VECTOR CALCULUS (3). Extends the theory and concepts of single variable calculus to functions of several variables and vector function. Investigates applications of multivariate and vector calculus to a variety of problems in physical sciences, engineering, and natural science. Prerequisite(s): MT 360B. NOTE: Student may receive credit for MT 360C or MT 402, not both.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): MT 360B.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 420A. INTRODUCTION TO OPERATIONS RESEARCH I (3). Summarizes matrix and vector algebra. Introduces hyperplanes and convex geometry in n-dimensions, scanning extreme points and tableau pivots, the simplex algorithm and slack variables, degeneracy and classification of linear programming problems, duality theory and shadow variables, imputed values and sensitivity analysis. Prerequisite(s): MT 360B or permission of instructor.

MT 420B. INTRODUCTION TO OPERATIONS RESEARCH II (3). Introduces sequential search techniques, Fibonacci search, three point interval search, convex functions, gradient techniques, exploratory sequences and accelerated pattern moves for an n-dimensional setting; the feasible direction algorithm; dynamic programming; active versus inactive constraints and penalty functions. Prerequisite(s): MT 360B.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings and fields. Prerequisite(s): MT 360C or MT 402. NOTE: At least one upper division mathematics course required.

MT 423B. ABSTRACT ALGEBRA II (3). A continuation of MT 423A. Prerequisite(s): MT 423A.

MT 426. HISTORY AND FOUNDATIONS OF MATHEMATICS (3). Discusses topics in ancient methods of numeration and calculation, the history and solution of classical problems, including topics from number theory, algebra, geometry, and calculus. Includes contributions of the great mathematicians, under-represented groups (including minorities and women), and diverse cultures. Investigates the role of mathematics in civilization. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 430. INTRODUCTION TO MATHEMATICAL MODELING (3). Studies principles of constructing mathematical models using techniques such as: difference equations, proportionality, geometric similarity, graphical analysis and dimensional analysis, simulation with random numbers, and systems of differential equations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 435. APPLIED COMBINATORICS (3). Studies methods for counting arrangements and selections, generating functions, recurrence relations, the inclusion-exclusion principle, elements of graph theory, covering circuits, trees and searching and network algorithms. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute and projective geometries. Geometries are studied using analytic methods and the relation to real-world situations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 454. REAL ANALYSIS (3). Provides rigorous treatment of real numbers, functions, sets and limits—the foundations underlying Calculus. Studies sequences and series of numbers and functions, basis topology, continuity and differentiability of functions, and integration. Prerequisite(s): MT 360C or MT 402.

MT 463. DIFFERENTIAL EQUATIONS (3). Studies solutions first and second order differential equations, applications, linear differential equations, series solutions, laplace transforms, numerical solutions, and systems of linear differential equations with constant coefficients. Prerequisite(s): MT 360B.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions; correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 470B. MATHEMATICAL STATISTICS II (3). A continuation of MT 470A. Prerequisite(s): MT 360B.

MT 480. COMPLEX ANALYSIS (3). Studies calculus of complex variables including: algebra of complex numbers, analytic functions, complex integration, series for complex functions and residue theory. Focuses on applications in mathematics and science. Examines the difference between real and complex variables. Prerequisite(s): MT 360B.

MT 490E-W. INDEPENDENT STUDY IN MATHEMATICS (1-3). Provides an opportunity for independent exploration of areas of interest. Prerequisite(s): Approval of Department Chair.

MT 498E-W. INTERNSHIP IN MATHEMATICS (3). Gain experience working with professional mathematicians and scientists in a technical field. Students will be able to relate the mathematics which they are learning in the classroom to the work they expect to be doing after graduation.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE

Dr. Deborah Gaensbauer, Professor, Chairperson
Dr. Roger Martin, Professor
Dr. Elizabeth Medina, Professor
Dr. Kimberly Habegger, Associate Professor
Dr. I. Carolina Caballero, Assistant Professor
Dr. Obdulia Castro, Assistant Professor

FRENCH

FRENCH MAJOR

25 SH

Lower Division Requirements

The equivalent of second-year written and oral proficiency in another foreign language.

Upper Division Requirements

25 SH

Twenty-two (22) upper division semester hours of French courses, which must include:

FR 409—Advanced French I	3 SH
FR 410—Advanced French II	3 SH
FR 411—Advanced French III	3 SH
FR 415—French Politics and Culture	3 SH
FR 460—Romance Linguistics	3 SH
FR 499—Senior Seminar	1 SH
Upper Division French Electives	6 SH

Plus three (3) upper division semester hours selected from the following:

EC 432/POL 432—International Political Economy	3 SH
EC 481—International Economics	3 SH
EN 466—Literary Theory	3 SH
FAHS 410—Impressionism to 1945	3 SH
HS 463—The Age of Enlightenment	3 SH
HS 464—19th Century Europe, 1789-1914	3 SH
HS 465—Europe Since 1914	3 SH
HS 469E—W-Topics in European History	3 SH
PL 420—Contemporary Currents	3 SH
PL 426—Phenomenology and Existentialism	3 SH
PL 470—Selected Feminist Thinkers	3 SH
POL 449—Comparative Foreign Policy	3 SH
POL 493E-W—Seminar in International Politics	3 SH

FRENCH MINOR

12 SH

Twelve (12) upper division semester hours of French courses, which must include:

FR 410—Advanced French II	3 SH
Upper Division French Electives	9 SH

SPANISH

SPANISH MAJOR

25 SH

Lower Division Requirement

The equivalent of second-year written and oral proficiency in another foreign language

Upper Division Requirements

25 SH

Twenty-five (25) upper division semester hours of Spanish courses, which must include:

SP 409—Advanced Spanish I	3 SH
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SP 410—Advanced Spanish II	3 SH
SP 411—Advanced Spanish III	3 SH
SP 430A—Survey of Hispanic Literature	3 SH
SP 430B—Survey of Latin American Literature	3 SH
SP 460—Romance Linguistics	3 SH
SP 499—Senior Seminar	1 SH
Upper Division Spanish Elective	6 SH

NOTE: The Modern Language Department highly recommends study abroad as an integral part of the Spanish major.

SPANISH MINOR 12 SH

Twelve (12) upper division semester hours of Spanish courses selected with the approval of the major advisor.

GERMAN

A major in German is available only through the Thematic Major Program.

GREEK

A major in Greek is not available.

LATIN

A major in Latin is not available.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE COURSE DESCRIPTIONS

FRENCH (FR)

FR 209A. ELEMENTARY FRENCH I (4). Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation and written exercises.

FR 209B. ELEMENTARY FRENCH II (4). A continuation of FR 209A. Prerequisite(s): FR 209A or equivalent.

FR 309A. INTERMEDIATE FRENCH I (3). Provides intensive study in current idiomatic French. Develops accuracy and proficiency in the use of the language by means of a thorough grammar review, oral exercises, and written work. Includes reading of intermediate and semi-advanced texts. Prerequisite(s): FR 209B or equivalent.

FR 309B. INTERMEDIATE FRENCH II (3). A continuation of FR 309A. Prerequisite(s): FR 309A or equivalent.

NOTE: ALL 400-LEVEL FRENCH COURSES ARE TAUGHT IN FRENCH.

FR 409. ADVANCED FRENCH I (3). Provides an intensive review of French grammar focused primarily on development of oral competency and composition skills. Prerequisite(s): FR 309B or equivalent.

FR 410. ADVANCED FRENCH II (3). Provides an intensive review of French grammar focused primarily on French cultural history and politics. Prerequisite(s): FR 309B or equivalent.

FR 411. ADVANCED FRENCH III (3). Provides an intensive review of French grammar focused primarily on literary criticism and an introduction to formal research methods. Prerequisite(s): FR 309B or equivalent.

FR 415. FRENCH POLITICS AND CULTURE (3). Analyzes the political and cultural evolution of France and the European community. Prerequisite(s): FR 309B.

FR 429. SURVEY OF FRENCH LITERATURE FROM THE MEDIEVAL PERIOD THROUGH THE 17th CENTURY (3). Examines major French writers and literary movements from the medieval through the classical periods. Prerequisite(s): FR 309B or equivalent.

FR 437. TWENTIETH CENTURY PROSE AND POETRY (3). Intensive analysis of 20th century French prose, poetry, and critical theory. Prerequisite(s): FR 409 or FR 410 or FR 411 or equivalent or permission of instructor.

FR 439. DIVERSITY IN THE FRENCH-SPEAKING WORLD (3). Multi-disciplinary study of representative works from the Francophone world including Canada, France, North and sub-Saharan Africa, Haiti, Martinique and Guadeloupe. Prerequisite(s): FR 309B. Sophomore standing and permission of instructor required.

FR 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax and semantics. Explores evolution of the romance languages from Latin and studies relationships among language, thought and culture. Prerequisite(s): FR 309B. Cross listing: SP 460.

FR 490E-W. INDEPENDENT STUDY IN FRENCH (3). Offers an opportunity for independent exploration of topics of interest in French or Francophone literature and art. Prerequisite(s): FR 409, or FR 410, or FR 411 or equivalent and approval of Department Chair and Director of Experiential Education required.

FR 495E-W. SEMINAR IN FRENCH AND FRANCOPHONE STUDIES (3). Provides an intensive study of French and francophone authors, works, periods or literary movements. Prerequisite(s): FR 409, or FR 410 or FR 411 or equivalent or permission of instructor.

FR 496E-W. SENIOR PROJECT (1-3). Offers a capstone experience for senior French majors. Involves related readings in French and a report written in French. The senior oral comprehensive examination is a requirement. Prerequisite(s): Majors only and senior class standing. NOTE: Course content, reading lists and semester hours are individually contracted between student and instructor.

FR 498E-W. INTERNSHIP IN FRENCH (3). Provides practical on-site experience in the use of French and an opportunity to enhance reading, writing, speaking and listening skills. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education.

FR 499. SENIOR SEMINAR (1). Based on courses previously taken and a reading list received when accepted by the department as a language major. Prerequisite(s): Permission of instructor. NOTE: Future departmental recommendations based on successful completion of the course.

SPANISH (SP)

SP 209A. ELEMENTARY SPANISH I (4). Provides a thorough grounding in essentials of grammar, oral drill, dictation, elementary and intermediate texts, conversation and written exercises.

SP 209B. ELEMENTARY SPANISH II (4). A continuation of SP 209A. Prerequisite(s): SP 209A or equivalent.

SP 299E-W. MAINTAINING SPANISH (1). Provides an opportunity for conversation about current events and other topics selected by the instructor and students with short readings serving as the basis of conversation. Offers an opportunity for students of any year or academic interest to maintain their language skills in an informal setting. Prerequisite(s): SP 209B or equivalent. NOTE: Does not meet Regis College Core Studies requirement in Foreign Language.

SP 309A. INTERMEDIATE SPANISH I (3). Provides an intensive grammar review to develop accuracy and proficiency in the use of the language. Prerequisite(s): SP 209B or equivalent.

SP 309B. INTERMEDIATE SPANISH II (3). A continuation of SP 309A. Prerequisite(s): SP 309A or equivalent.

NOTE: ALL 400-LEVEL SPANISH COURSES ARE TAUGHT EXCLUSIVELY IN SPANISH UNLESS OTHERWISE INDICATED.

SP 409. ADVANCED SPANISH I (3). Provides an intensive review of Spanish grammar focused primarily on development of oral competency and composition skills. Prerequisite(s): SP 309B or equivalent.

SP 410. ADVANCED SPANISH II (3). Provides an intensive review of Spanish grammar focused primarily on Spanish and Hispanic American cultural history and politics. Prerequisite(s): SP 309B or equivalent.

SP 411. ADVANCED SPANISH III (3). Provides an intensive review of Spanish grammar focused primarily on literary criticism and an introduction to formal research methods. Prerequisite(s): SP 309B or equivalent.

SP 415. HISPANIC CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Includes the art, literature and music of the Spanish culture. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 416. PRE-COLUMBIAN CIVILIZATION (3). Studies major pre-Columbian civilizations of Mesoamerican and South American regions, including the Mayas, Aztecs and Incas. Traces the general history of man in the Americas and the surviving descendants of major civilizations. NOTE: Taught in English.

SP 423. TRANSLATION/INTERPRETATION/ COMPOSITION (3). Offers practice in advanced composition, translation and stylistic analysis in Spanish to develop grammar, vocabulary and analytic skills in a contemporary and realistic context. Prerequisite(s): SP 309B or equivalent.

SP 430A. SURVEY OF HISPANIC LITERATURE (3). Studies advanced composition centered on a survey of Hispanic literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 430B. SURVEY OF LATIN AMERICAN LITERATURE (3). Studies advanced composition centered on a survey of Latin American literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 432. 18th AND 19th CENTURY SPANISH LITERATURE (3). A survey of the most important literary movements in 18th and 19th century Spain. Emphasizes the works of Jovellanos, El Duque de Rivas, Espronceda, Zorrilla, Becquer, Galdos and Pardo Bazan. Prerequisite(s): SP 409, SP 410 and SP 411.

SP 433. CONTEMPORARY HISPANIC WOMEN WRITERS (3). Surveys contemporary Hispanic women's literary achievements. May draw from the literature of Latin America, the United States and Spain. Examines literary and critical works focusing

on women's viewpoints in social, cultural, economic, and aesthetic contexts. Cross listing: WS 433.

SP 434. CONTEMPORARY SPANISH LITERATURE (3). Studies representative authors of the early 20th century, beginning with the generation of 1898 and ending with 1945, emphasizing the works of Unamuno and Garcia Lorca. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 435. LATIN AMERICAN LITERATURE AND SOCIETY (3). Provides a multi-disciplinary study of contemporary Latin American society represented in literature from the United States and Latin America emphasizing social, economic and political issues. NOTE: Taught in English.

SP 437. WRITING BY AND ABOUT HISPANIC WOMEN (3). Analyzes the creation and re-creation of the female persona in selected texts by and about Hispanic women writers from the middle ages to the present. Emphasizes critical analysis and the continued development of speaking, reading, writing, listening and cultural proficiency. Prerequisite(s): SP 309B or equivalent or permission of instructor required. Cross listing: WS 437.

SP 441. 20th CENTURY LATIN AMERICAN LITERATURE (3). Studies representative selections from the main currents of the 20th century Latin American literature major authors. Includes works by Modernist poets; short stories by Cortázar, Borges and Garcia Márquez; essays by Octavio Paz; novels by Sábato, Cortázar, Vargas Llosa, Fuentes, Garcia Márquez and Rulfo; and various theatre selections. Prerequisite(s): SP 410 or permission of instructor.

SP 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax and semantics. Explores evolution of the romance languages from Latin and studies relationships among languages from Latin and studies relationships among language, thought and culture. Prerequisite(s): SP 309B. Cross listing: FR 460.

SP 490E-W. INDEPENDENT STUDY IN SPANISH (3). Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors. Prerequisite(s): Approval of Department Chair and Director of Experiential Education required.

SP 495E-W. HISPANIC STUDIES (3). Provides an intensive study of individual authors, works, periods or literary movements. Prerequisite(s): Spanish majors only.

SP 496. SENIOR PROJECT (3). Provides a capstone experience for senior Spanish majors. Requires extensive reading, writing and research in a Spanish topic and an oral comprehensive examination. Prerequisite(s): Senior standing.

SP 498E-W. INTERNSHIP IN SPANISH (3). Provides practical on-site experience in the use of Spanish and an opportunity to enhance reading, writing, speaking and listening skills. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education.

SP 499. SENIOR SEMINAR (1). Based on courses previously taken and on a reading list students receive when accepted by the department as a language major. NOTE: Required of all Spanish majors.

GERMAN (GR)

GR 209A. ELEMENTARY GERMAN I (4). Provides an intensive review of basic grammatical structures and conversation. NOTE: Minimum of one-hour language laboratory each week in addition to four class meetings required.

GR 209B. ELEMENTARY GERMAN II (4). A continuation of GR 209A. Prerequisite(s): GR 209A or equivalent.

GR 309A. INTERMEDIATE GERMAN I (3). Provides an intensive review of current idiomatic German and grammatical structures, developing accuracy and proficiency in the use of the language. Involves readings of prepared illustrative texts. Prerequisite(s): GR 209B or equivalent. NOTE: Minimum of one-hour language laboratory each week in addition to three class meetings required.

GR 309B. INTERMEDIATE GERMAN II (3). A continuation of GR 309A. Prerequisite(s): GR 309A or equivalent.

GR 490E-W. INDEPENDENT STUDY IN GERMAN (3). Provides independent exploration of topics of interest and of German authors. Prerequisite(s): Approval of Department Chair and Director of Experiential Education required.

GREEK (GK)

GK 201A. INTRODUCTORY GREEK I (3). Studies the grammar, syntax and vocabulary of Homer.

GK 201B. INTRODUCTORY GREEK II (3). A continuation of GK 201A. Prerequisite(s): GK 201A.

GK 490E-W. INDEPENDENT STUDY IN GREEK (3). Provides independent exploration of topics of interest by Greek authors. Prerequisite(s): Approval of Department Chair and Director of Experiential Education required.

LATIN (LT)

LT 201A. INTRODUCTORY LATIN I (4). Studies Latin vocabulary, grammar and syntax for students beginning in Latin.

LT 201B. INTRODUCTORY LATIN II (4). A continuation of LT 201A. Prerequisite(s): LT 201A or equivalent.

LT 301A. INTERMEDIATE LATIN (3). Introduces classical Latin literature, prose and poetry, with readings from Cicero, Catullus, Horace and Virgil and further study of Latin grammar. Prerequisite(s): LT 201A and LT 201B or equivalent.

LT 490E-W. INDEPENDENT STUDY IN LATIN (3). Offers and independent exploration of topics of interest and of Latin authors. Prerequisite(s): Approval of Department Chair and Director of Experiential Education required.

NEUROSCIENCE

Dr. Jose M. Lafosse, Program Director

Neuroscience is an interdisciplinary field in which scientists share a common interest in studying the anatomy, physiology, and function of the nervous system and how it regulates behavior. Courses for the major are drawn from Biology, Chemistry, and Psychology. The major is designed to provide a strong foundation in Neuroscience while giving students flexibility to select courses that prepare them for a wide variety of career options. These include, but are not limited to, graduate study in neuroscience, psychobiology, neuropsychol-

ogy, and healthcare areas such as physical therapy, neuro-rehabilitation and medicine. Neuroscience is also a major for students who are simply interested in understanding the nature of brain-behavior relationships and want to pursue the field as part of a liberal arts education. Students will find that this major is compatible with a wide range of minors or double majors such as (but not limited to) biology, chemistry, exercise science, philosophy, or psychology.

The Honors-in-Neuroscience major adds an independent research component to the Neuroscience major that further helps prepare students for graduate and professional schools or for research-oriented laboratory work.

Both Neuroscience majors are administered by the Psychology Department and the Neuroscience Program Director. Sample programs of study combining the Neuroscience major with a variety of minors and double majors can be obtained from the Neuroscience Program Director, the Department of Psychology Chairperson or online at the Regis University Neuroscience Program website. Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals.

Departmental Regulations

To graduate with a Neuroscience major, a student must have a cumulative grade point average of 2.000 or higher for the required courses in the major.

NEUROSCIENCE MAJOR 52-54 SH

Lower Division Requirements 28 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
or	
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
MT 272—Statistics for the Life Sciences	3 SH
NS 260—Introduction to Brain and Behavior	3 SH
NS 261—Introduction to Brain and Behavior Laboratory	1 SH
PY 250—General Psychology	3 SH

Upper Division Requirements 24-26 SH

NS 401—Advanced Neuroscience Methods	1 SH
NS 485—Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486—Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 487—Neuropsychology*	3 SH
NS 488—Neuropsychology Laboratory*	1 SH
NS 495E-W—Seminar: Current Topics in Neuroscience	3 SH

* May be taken in any sequence.

Research Component

PY 419—Experimental Psychology	3 SH
PY 420—Experimental Psychology Laboratory	2 SH

NOTE: PY 419/420 should be taken during the sophomore year. These courses are helpful for understanding how to design experiments and prepares students for research-oriented classes and Independent research experiences during sophomore, junior, or senior years.

Elective Component

One (1) course with accompanying laboratory, if appropriate, in each of the following elective areas. A third course from either elective area or an additional neuroscience course (e.g., NS 410, NS 495) may be needed to complete the upper division semester hour requirements.

Cellular/Molecular Electives

BL 412—Developmental Biology	3 SH
BL 413—Developmental Biology Laboratory	1 SH
BL 414—Principles of Genetics	3 SH
BL 415—Genetics Laboratory	1 SH
BL 424—Cell Biology	3 SH
BL 425—Cell Biology Laboratory	1 SH
BL 427—Techniques in Molecular Biology Laboratory	2 SH
BL 436—Animal Physiology	3 SH
BL 437—Animal Physiology Laboratory	1 SH

Behavioral/Cognitive Electives

EXS 422—Concepts of Motor Behavior	3 SH
NS 482—Sensation and Perception	3 SH
PY 381—Learning and Memory	3 SH
PY 382—Learning and Memory Laboratory	2 SH
PY 454—Cognitive Psychology	3 SH
PY 455—Cognitive Psychology Laboratory	1 SH

NOTE: It is recommended that students take as many of the courses listed in the Cellular/Molecular and Behavioral/Cognitive electives as can be accommodated.

HONORS-IN-NEUROSCIENCE MAJOR

54-55 SH

This major is designed for students who wish to complete a major research project as part of their program of study. To complete this major, a student must complete the same lower and upper division requirements of the Neuroscience major, plus at least four (4) semester hours of Research in Neuroscience (taken over two or more semesters) and two (2) semester hours of Senior Thesis.

NS 491E-W—Research in Neuroscience*	4 SH
NS 499—Senior Thesis	2 SH

* Research or Independent Study in Biology, Biochemistry, Chemistry, or Psychology may be substituted for this requirement upon approval by the Director of the Neuroscience major after consulting with the instructor of the independent study.

Candidacy must be approved by the Director of the Neuroscience Program. The candidate must:

- 1 Select a thesis advisor and submit a preliminary thesis proposal.
- 2 Complete a research project for Research in Neuroscience (or equivalent) credit.
- 3 Complete Senior Thesis requirements by:
 - Defending his/her research before a panel of faculty.
 - Presenting his/her research in a public forum such as a lecture in a class or a presentation at a professional meeting.
 - Submitting a final thesis that conforms to APA guidelines and is approved by the faculty examination committee.

NEUROSCIENCE MINOR

27 SH

Lower Division Requirements

15 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
NS 260—Introduction to Brain and Behavior	3 SH
NS 261—Introduction to Brain and Behavior Laboratory	1 SH
PY 250—General Psychology	3 SH

Upper Division Requirements

12 SH

NS 401—Advanced Neuroscience Methods	1 SH
NS 485—Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486—Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 487—Neuropsychology*	3 SH
NS 488—Neuropsychology Laboratory*	1 SH
NS 495E-W—Seminar: Current Topics in Neuroscience	3 SH

* May be taken in any sequence.

NEUROSCIENCE COURSE DESCRIPTIONS (NS)

NS 251. GENERAL PSYCHOLOGY-NEUROSCIENCE (3). Introduces the science of behavior, psychological processes, and brain-behavior relationships through a systematic study of representative areas of psychological and behavioral neuroscience. Explores interrelationships between psychological, biological and social factors affecting behavior through study of neurologically significant cases. Cross listing: PY 251.

NS 401. ADVANCED NEUROSCIENCE METHODS (1). Emphasizes current neuroscience laboratory research techniques including recording cellular activity of nervous tissue, drug effects, brain lesions, histology, microscopy, and behavioral tests for assessing brain-behavior functions in non-human nervous systems. Prerequisite(s): NS 251 or PY 250 or PY 251 or permission of instructor. Cross listing: PY 401.

NS 410E-W. NEUROLOGICAL DISORDERS (3). Applies a biopsychosocial approach to understanding brain-behavior relationships through the study of diseases of the nervous system. Prerequisite(s): PY 250 or PY 251. Cross listing: PY 410E-W. NOTE: A background in neuroscience or psychology, while helpful, is not essential for this course.

NS 466. PSYCHOPHARMACOLOGY (3). Examines relationships between brain functions and major psychoactive drugs, including drugs used to treat psychological and neurological disorders. Includes an analysis of the cellular and physiological effects of each drug on neuronal functioning as well as psychological functioning. Prerequisite(s): NS 260 or BL 260 and BL 262 or permission of instructor required. Cross listing: PY 466.

NS 468. MOLECULAR, CELLULAR AND DEVELOPMENTAL NEUROBIOLOGY (3). Focuses on the molecular, cellular and developmental processes underlying central and peripheral nervous system development leading to neural functioning. Topics include patterning of the nervous system, birth and death of neurons, guidance of nerve processes to their targets and maintenance and plasticity of synaptic connections. Prerequisite(s): BL 260 and BL 262 and CH 250 recommended. Cross listing: BL 468.

NS 482. SENSATION AND PERCEPTION (3). Introduces the physiological and psychological processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Prerequisite(s): PY 250 or PY 251. Cross listing: PY 482.

NS 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: NS 486. Prerequisite(s): Either BL 260 and BL 262 or permission of instructor. Cross listing: BL 485 and PY 485.

NS 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and historical study of neuroanatomy. Co-requisite: NS 485. Cross listing: BL 486 and PY 486. NOTE: One three-hour laboratory per week. Laboratory fee required.

NS 487. NEUROPSYCHOLOGY (3). Studies the physiological and neuropsychological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Recommended co-requisite: NS 488. Prerequisite(s): Either BL 260 and BL 262 or PY 250 or PY 251. Cross listing: PY 487.

NS 488. NEUROPSYCHOLOGY LABORATORY (1). Emphasizes current research techniques and neuropsychological methods for assessing cognitive functions in humans, with an emphasis on assessment of the neurobehavioral impact of cerebral lesions. Prerequisite(s): PY 250 or PY 251 or NS 251. Co-requisite: NS 487. Cross listing: PY 488. Fee required.

NS 490E-W. INDEPENDENT STUDY IN NEUROSCIENCE (3). Offers an opportunity for advanced study in independent research in neuroscience. Prerequisite(s): Approval of Program Director required.

NS 491E-W. RESEARCH IN NEUROSCIENCE (1-3). Offers an opportunity for collaborative research in neuroscience under faculty direction. Requires oral or poster presentation. Prerequisite(s): PY 250 or PY 251 or NS 251 and permission of instructor.

NS 495E-W. SEMINAR: CURRENT TOPICS IN NEUROSCIENCE (3). Focuses on a broadly defined topical area or theme in neuroscience. Neuroscience researchers with expertise in the topic present lectures on their area of research specialty. Students develop skills needed to examine background research for each lecture and explore the potential impact of the research on understanding brain function. Topics are

announced prior to registration. Prerequisite(s): NS 485 or NS 487 and either PY 419 or BL 442.

NS 498E-W. INTERNSHIP IN NEUROSCIENCE (3). Involves placement in a clinical or research agency for advanced neuroscience students. Prerequisite(s): Approval of Director of Experiential Education required. Approval of Program Director required.

NS 499. SENIOR THESIS (2). Students meet regularly with the thesis advisor to prepare for the defense of the research before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): NS 490E-W and approval of Program Director required.

PARACURRICULAR PROGRAM

Paracurricular courses are available to Regis College students as electives in their program of study. Courses are designed to complement a student's leadership, service or work experiences by providing the accompanying theory and critical analysis.

Paracurricular courses include:

- Leadership seminars from the Regis College Leadership Development Program.
- Peer Assistance Program for students chosen to administer the residence hall.
- Teaching Assistant seminar for students serving as "TA's" for the Freshman Seminars.
- Service Learning Seminars to accompany service field activities.

PARACURRICULAR COURSE DESCRIPTIONS (PC)

PC 200. FRESHMAN LEADERSHIP SEMINAR (1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): Membership in Regis College Student Leadership Program and permission of instructor.

PC 210A. WRITING CENTER THEORY AND PRACTICE (1). Provides an introduction to writing theory and reviews practical issues such as grammar and usage. Prepares students to work with other writers by examining peer tutoring techniques. Prerequisite(s): Permission of instructor.

PC 220. CAREER OPTIONS AND YOUR FUTURE (2). Designed for students who have not yet declared a major, are considering a major change, or want to confirm their career decisions. Participants will self-assess interests, values, skills, and personality within a theoretical context while exploring options about a major and a career.

PC 260E-W. PEER ASSISTANT TRAINING (2). Includes an examination of psychological, educational and health concerns of college students. Emphasizes techniques and strategies for coping with life demands. Prerequisite(s): Permission of instructor.

PC 300A-W. SOPHOMORE LEADERSHIP SEMINAR (1). Provides a seminar focusing on the spiritual and service elements of leadership development. Prerequisite(s): PC 200 or permission of instructor.

PC 390E-W. FIELD EXPERIENCE (3). Students broaden perspective regarding a specific career area, while developing competencies on the job. Students combine academic course work with real life experiences in their work. Prerequisite(s): Approval of Department Chair and faculty sponsor. NOTE: Same as Internship 498 except that Field Experience can be taken by sophomores or second semester freshmen for elective credit only. A minimum of 120 hour of on-the-job experience required.

PC 400E-W. LEADERSHIP SEMINAR (1). Provides a seminar for advanced leadership program students on varying topics of leadership theory and application. Prerequisite(s): PC 200 and PC 300.

PEACE AND JUSTICE STUDIES

Dr. Byron Plumley, Program Director

A major in Peace and Justice is not available.

The Peace and Justice Studies minor provides the opportunity to examine issues relating to injustice, violence, social change, and efforts to create a more just and peaceful world. Grounded in an interdisciplinary approach, the minor offers a set of courses that will introduce students to the key areas of Peace and Justice Studies including the following: conflict resolution, traditions and practice of nonviolence, moral theory, community organizing, case studies of social movements, and historical, philosophical, economic and religious understanding of peace and justice. In addition, students are encouraged to integrate their academic knowledge with practical experience through service learning opportunities and internships.

PEACE AND JUSTICE MINOR 12 SH

PJ 400—Foundations of Peace and Justice	3 SH
Upper division Peace and Justice Electives (Selected with the approval of the major advisor.)	9 SH

PEACE AND JUSTICE STUDIES COURSE DESCRIPTIONS (PJ)

PJ 400. FOUNDATIONS OF PEACE AND JUSTICE (3). Provides an overview of conceptual approaches to the study of peace and justice. Examines a number of empirical case studies and will critically explore various approaches to resolving conflict. This is the foundational course for students pursuing the peace and justice minor.

PJ 402. APOCALYPTIC LITERATURE (3). Introduces the world of apocalyptic writings, particularly the Book of Revelation. Explores and critiques various expressions of these works afoot in today's world. Considers the relationship of such worldviews to questions of peace and justice. Prerequisite(s): Completion of the Religious Studies Core. Cross listing: RS 402L.

PJ 404. CHRIST IN A CULTURE OF VIOLENCE (3). Explores contemporary issues and values in U.S. society. Analyzes the culture of consumerism and violence in contrast to the gospel message through the writings of John Kavanaugh, S.J., and the U.S. Catholic Bishops. Focuses on nonviolent alternatives consistent with the life and teachings of Jesus. Prerequisite(s): RS 200 and RS 310. Cross listing: CAS 420G and RS 404.

PJ 408. RESEARCH METHODS FOR SOCIAL JUSTICE (3). Applied statistical methods used to analyze data pertaining to economic and social justice issues. Examines factors such as household income level, educational resources, housing affordability, types and locations of businesses, ethnic composition and crime rate for Denver neighborhoods. Computer statistical packages are used to aid in analysis. Prerequisite(s): BA 270 or MT 270.

PJ 411. BIBLICAL PERSPECTIVES ON PEACE AND JUSTICE (3). Focuses on the call for faith, justice and peace in New Testament documents. Studies Jesus' option for the poor and for faith, justice and peace in the face of Roman domination and the interdisciplinary facets of scripture.

PJ 419E-W. THEMES IN CHRISTIANITY (3). Examines peace and justice themes in Christianity. Explores such themes historically (e.g., Biblical themes on peace and social justice) or analytically (e.g., contemporary Catholic or Christian thoughts in topics of peace and social justice).

PJ 430. THE DISCOURSE OF NON-VIOLENCE (3). The justification of violence on the grounds of its necessity, legitimacy, usefulness, and moral character is contrasted with the alternative's discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice get official attention. Prerequisite(s): PL 250. Cross listing: PL 430.

PJ 432E-W. SHAKESPEARE (3). Involves the study of Shakespeare's poetry, plays, life, and age. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. Cross listing: EN 432E-W.

PJ 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the earth. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 436 and SO 436.

PJ 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 441 and SO 441.

PJ 445. EMPLOYMENT LAW AND POLICY (3). Surveys the impact of state and federal employment laws on the organization. Examines both the history of and resistance to focus—not legal focus per se. Provides a chronicle examination of laws that were passed, and the resistance to the legislation. Explores what was happening in the community that made the laws necessary, what values are reflected in the law, and whether the law is adequate to balance the needs of the employer and employee. Prerequisite(s): BA 250 and BA 461. Junior standing. Cross listing: BA 445 and WS 445.

PJ 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PL 450.

PJ 452 PUNISHMENT AND CORRECTIONS (3). Provides an historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 and CR 350 or permission of instructor. Cross listing: CR 452 or SO 452.

PJ 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: SO 460.

PJ 465. JUSTICE THEMES IN CHRISTIAN MARRIAGE (3). Emphasizes the role of marriage and family in pursuing the justice of the Kingdom of God which the prophets and Jesus announced, while exploring the Christian understanding of love and marriage.

PJ 468. WAR AND MORALITY (3). Examines the ways in which historical and contemporary authors have explored the relationship between war and morality. Cross listing: PL 368N.

PJ 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 470, EC 470 and ENVS 470.

PJ 475. GLOBALIZATION (3). Critical examination of economic agencies and instruments of corporate globalization. Topics include the World Trade Organization, World Bank, International Monetary Fund, corporate investment, military intervention, foreign aid, the debt crisis, etc. Globalization is set in the historical context of colonialism. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 475.

PJ 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community world views and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic world view and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: BA 484, EC 484 and CAS 460G.

PJ 485. CIVIC JOURNALISM (3). Explores theories, examples and tools of investigative, civic journalism. Develops investigative projects that explore public policy and social justice issues, for on-line, broadcast/cable and video documentary media. Cross listing: COM 485W and ENVS 485.

PJ 490E-W. INDEPENDENT STUDY IN PEACE AND JUSTICE (3). Offers independent exploration of areas of interest beyond the current curriculum.

PJ 495E-W. SELECTED TOPICS IN PEACE AND JUSTICE (3). Offers an opportunity to explore special topics such as nonviolent social change, regional conflicts, international violence and terrorism, and conflict resolution and management. Prerequisite(s): Completion of Religious Studies Core or permission of instructor.

PJ 498E-W. INTERNSHIP IN PEACE AND JUSTICE (3). Provides an intensive work experience appropriate to concerns for peace and justice. Prerequisite(s): PJ 400 and approval of Program Director required.

PHILOSOPHY

Dr. Ted Zenzinger, Associate Professor, Chairperson
Dr. Ronald DiSanto, Professor

Dr. Stephen Doty, Professor
Dr. Karen Adkins, Associate Professor
Dr. Thomas Duggan, Associate Professor

PHILOSOPHY MAJOR 24 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:

One (1) course from the ancient or medieval periods selected from the following (or equivalent):

PL 410—History of Ancient Philosophy	3 SH
PL 411—History of Medieval Philosophy	3 SH

One (1) course from the modern period selected from the following (or equivalent):

PL 414—Rationalists and Empiricists	3 SH
PL 415—The Kantian Tradition	3 SH
PL 419—19th Century Philosophy	3 SH
PL 492G—The Emergence of Modernity	3 SH

One (1) course from the contemporary period selected from the following (or equivalent):

PL 420—Contemporary Currents	3 SH
PL 422—Analytic Movement	3 SH
PL 426—Phenomenology and Existentialism	3 SH

One (1) course on a major branch or figure. 3 SH

Three (3) 400-level Philosophy courses chosen in consultation with the academic advisor. 9 SH

PL 499—Senior Capstone 3 SH

PHILOSOPHY MINOR 12 SH

Twelve (12) upper division semester hours of Philosophy courses beyond the Core Studies requirement selected with the approval of the major advisor.

PHILOSOPHY COURSE DESCRIPTIONS (PL)

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 312.

PL 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 313.

PL 360. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g. abortion, capital punishment and the socioeconomic order). Prerequisite(s): PL 250.

PL 365. PHILOSOPHY OF FILM (3). Examines the meaning and grammar of film, emphasizing logical theories of meaning. Explores perspectives on the nature of the human person, images of society, reality, and transcendence present in film, and develops criteria for evaluating film-art. Prerequisite(s): PL 250.

PL 366. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests in grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 338.

PL 368E-W. PHILOSOPHY AND SOCIAL ISSUES (3). Emphasizes philosophical analysis of contemporary social issues. Includes war and morality, the nature of power and violence, philosophy and feminism, the social construction of human persons, etc. Prerequisite(s): PL 250.

PL 370E-W. PHILOSOPHY IN LITERATURE (3). Explores the philosophical themes reflected in literature of specific national, ethnic or cultural groups. Prerequisite(s): PL 250.

PL 373. PHILOSOPHY AND POPULAR CULTURE (3). Presents a philosophical investigation of popular culture, analyzing "world views" and evaluating assumptions on which worldviews rest. Prerequisite(s): PL 250.

PL 380. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning, unclear or misleading language and manipulative techniques in various forms of human communication. Prerequisite(s): PL 250.

PL 382. LOGIC AND INTUITION (3). Explores and compares the nature and worth of logical and intuitional modes of thinking, and their relationship to life problems. Prerequisite(s): PL 250.

PL 390. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing understanding the world, the human and the Transcendent. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 351.

PL 410. HISTORY OF ANCIENT PHILOSOPHY (3). Explores Greek philosophy from Thales to Aristotle (600 B.C. to 300 B.C.). Prerequisite(s): PL 250.

PL 411. HISTORY OF MEDIEVAL PHILOSOPHY (3). Explores Western philosophy from Augustine to the later Middle Ages. Prerequisite(s): PL 250.

PL 414. RATIONALISTS AND EMPIRICISTS (3). Are the senses the key to knowledge and reality or is reason the key? Examines the philosophies of significant 17th and 18th century thinkers (Descartes, Spinoza, Locke and Hume) emphasizing the way in which these philosophies represent two opposing answers to the above question. Prerequisite(s): PL 250.

PL 415. THE KANTIAN TRADITION (3). Is reality the fixed star around which knowledge turns or is knowledge the fixed star around which reality turns? Studies how the latter view, espoused by Immanuel Kant and those in his tradition, is sometimes spoken of as a "Copernican revolution" in philosophy. Explores Kant's philosophy and the "revolution" it spearheaded. Prerequisite(s): PL 250.

PL 419. 19th CENTURY PHILOSOPHY (3). To what extent is reality, and hence our knowledge of reality, historical? Does history itself have an overall meaning? Explores these questions and others, in term of developments in philosophy during the 19th century, discussing Hegel, Marx, Kierkegaard and Nietzsche. Prerequisite(s): PL 250.

PL 420. CONTEMPORARY CURRENTS (3). Summarizes key schools and movements on the contemporary philosophical scene. Emphasizes process philosophy, analytic movement, Marxism, transcendental Thomism, phenomenology and existentialism. Prerequisite(s): PL 250.

PL 422. ANALYTIC MOVEMENT (3). Explores 20th century analytic philosophy from logical positivism to contemporary linguistic philosophy. Prerequisite(s): PL 250.

PL 426. PHENOMENOLOGY AND EXISTENTIALISM (3). Explores two major currents in 20th century philosophy, in terms of their relationship to and departure from philosophical tradition. Discusses the major figures (Husserl, Heidegger, Jaspers, Sartre and Camus). Prerequisite(s): PL 250.

PL 430. THE DISCOURSE OF NON-VIOLENCE (3). The justification of violence on the grounds of its necessity, legitimacy, usefulness, and moral character is contrasted with the alternative's discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice gets official attention. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PJ 430.

PL 435E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGIONS (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Prerequisite(s): PL 250 or RS 200 or completion of Religious Studies Core Studies requirements. Cross listing: RC 451E-W.

PL 441. THEORY OF KNOWLEDGE (3). How does human knowing occur? What is the meaning of "meaning"? What is required for validation? What are the relationships among language, thought and reality? Deals with these questions in such a way as both to provide an historical perspective and to elicit a personal stand. Prerequisite(s): PL 250.

PL 442. PHILOSOPHY OF SCIENCE (3). Studies origins, nature and development of scientific knowledge. Includes scientific method and the status of scientific conclusion. Prerequisite(s): PL 250.

PL 445. AESTHETICS (3). Offers a philosophical attempt to order the good and the beautiful, the relation of the beautiful to the artistic and the scientific, and the growth of human, moral good. Prerequisite(s): PL 250.

PL 447. HEALTH CARE ETHICS (3). Explores ethical issues in the field of health care, including euthanasia, the use of scarce resources, provider-client responsibilities and fetal research. Prerequisite(s): PL 250 or equivalent, or permission of instructor.

PL 449E. DEATH AND DYING (3). Focuses on historical and contemporary attitudes toward death and dying. Discusses the impact of major world religions and their social significance. Topics include suicide, euthanasia, hospice care, and social and religious attitudes. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 400G.

PL 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PJ 450.

PL 452. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: CR 456.

PL 465. PHILOSOPHY OF EDUCATION (3). Focuses on several interrelated questions: What is the proper role of education in society? What is the relationship between education and oppression, and between education and liberation? How are dominant moral and political ideologies inculcated in the classroom? What is the nature of knowledge? How is it acquired? How best is it shared with others? Prerequisite(s): PL 250.

PL 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): PL 250 or WS 300. Cross listing: WS 470.

PL 484. ALIENATION (3). Compares various sociological and philosophical concepts of alienation and their implications for social theory and practice. Prerequisite(s): PL 250.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief and phenomenological approaches to religion. Prerequisite(s): PL 250 or completion of Religious Studies Core Studies requirements. Cross listing: RC 412E-W.

PL 490E-W. INDEPENDENT STUDY IN PHILOSOPHY (1-3). Provides an opportunity for independent study in an area of philosophical interest. Prerequisite(s): PL 250 and approval of Department Chair.

PL 491E-W. SELECTED THINKERS IN PHILOSOPHY (3). Explores selected thinkers from ancient, medieval, modern or contemporary periods of philosophy. Prerequisite(s): PL 250.

PL 492E-W. SELECTED THEMES IN PHILOSOPHY (3). Offers an opportunity to explore special topics such as war and peace, human sexuality, creative imagination, technological culture based on historical, literary, religious and philosophical contexts. Prerequisite(s): PL 250.

PL 498E-W. INTERNSHIP IN PHILOSOPHY (3). Offers an opportunity to explore philosophy in its practical application to the various working areas or contemporary life and to reflect critically and constructively on the experience. Prerequisite(s): PL 250 and approval of Department Chair and Director of Experiential Education.

PL 499. SENIOR CAPSTONE (3). Critically examines issues that are determined to be most significant in the course of the major's philosophy program. Students may choose either a research track or a track leading to a comprehensive examination. Prerequisite(s): Philosophy majors and minors only. NOTE: To be taken at the end of a student's participation in the program.

PHYSICAL EDUCATION

Ms. Nan Williams, Program Director

A major in Physical Education is available only through the Thematic Major Program.

Departmental Regulations

Independent Studies and Internships are given only to students with previous 400-level course work in the department and who plan to minor in one of the minor areas listed.

PHYSICAL EDUCATION MINOR

12 SH

Recommended Courses

ED 204—Introduction to Education in the United States
or

SO 200—Introduction to Sociology

3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Physical Education courses.

PHYSICAL EDUCATION: COACHING MINOR

18 SH

PE 333—Community First Aid

3 SH

PE 425—Principles of Coaching

3 SH

PE 426—Care and Prevention of Athletic Injuries

3 SH

PE 437—Sport Ethics

3 SH

Six (6) additional upper division semester hours of Physical Education courses selected from the following:

PE 418—Wellness: A Personal Commitment

3 SH

PE 498G—Internship in Coaching

3 SH

PE 498H—Internship in Athletic Training

3 SH

PHYSICAL EDUCATION COURSE DESCRIPTIONS (PE)

PE 210. WEIGHT TRAINING (1). Studies resistive exercise emphasizing individual programs from beginning through advanced levels. Offers instruction in the use of free weights and machines, different types of resistive exercises, correct technique for exercises and safety procedures in the weight room. Includes flexibility, anaerobic and aerobic exercises, and their importance in relation to resistive training.

PE 217. ROCK CLIMBING I (1). Introduces basic techniques and safety skills required for mountain climbing. Includes on-campus instruction and conditioning followed by four, off-campus rock climbing experiences. Fee required. NOTE: 35 total contact hours excluding travel required.

PE 220. ICE CLIMBING (1). Introduces basic techniques and safety skills for ice climbing. Includes two on campus meetings with instruction followed by three off campus ice climbing experiences. Fee required. NOTE: Travel required.

PE 223. GOLF I (1). Introduces basic swing, approach shots and putting for the novice or non-skilled golfer. Teaches rules, etiquette and course play followed by application of knowledge and skill through play at a local golf course. NOTE: Two 50-minute weekly contacts required.

PE 237. ROCK CLIMBING II (1). Provides advanced experience in rock climbing techniques. Emphasizes the safety aspects of the sport. Taught concurrently with PE 217. Fee required. Prerequisite(s): PE 217. NOTE: 35 total contact hours excluding travel required.

PE 315. BASIC BACKPACKING TECHNIQUES (2). Introduces the sport of backpacking. Emphasizes topographic map reading, compass route finding, mountain survival skills, accident and illness prevention, search and rescue techniques, food selection and preparation, clothing and equipment, individual and group backpacking skills. NOTE: Two 50-minute lectures weekly, plus two all day hiking experiences required.

PE 316. PRINCIPLES OF PERSONAL FITNESS (3). Designed for students interested in applying basic fitness principles into their daily lives. Offers the latest findings in exercise physiology and sports medicine, along with tools for self-assessment and guidelines for improving fitness levels.

PE 325. NUTRITION: CONCEPTS AND CONTROVERSIES (2). Examines the principles behind good nutritional choices. Includes the interaction of energy nutrients, vitamins and minerals with the body's process, and the impact of harmful substances on these processes and weight control issues.

PE 333. COMMUNITY FIRST AID (3). Consists of recognizing and caring for victims of any age. Situations which include breathing, choking, and cardiac emergencies are examined. Studies the care of injuries such as cuts, burns, sprains, fractures, and sudden illnesses. Certification in First Aid, Adult, Child and infant CPR are offered. Fee required.

PE 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span. Cross listing: HSC 401 and WS 401. NOTE: For non-Nursing majors.

PE 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Prerequisite(s): Junior standing. Cross listing: ED 418.

PE 420. OUTDOOR RECREATIONAL LEADERSHIP (3). Includes instruction and practice of outdoor recreational and survival skills for the outdoor recreation enthusiast. Examines recreational facilities in terms of programming, management and supervision.

PE 425. PRINCIPLES OF COACHING (3). Develops basic principles and philosophies of coaching, which can be applied to all sports. Includes psychology of coaching, principles of conditioning, techniques for training, applied theory and practice.

PE 426. CARE AND PREVENTION OF ATHLETIC INJURIES (3). Includes anatomical analysis of the human body and the potential for athletic injury. Includes diagnosing injuries, prevention and preseason and in-season training techniques, treatment and rehabilitation processes. NOTE: Students may be responsible for additional course supplies.

PE 437. SPORT ETHICS (3). Challenges students to examine ethical issues in sport. Provides a historical and sociological perspective on the issues facing youth in inter-scholastic, intercollegiate, Olympic and professional sports.

PE 490E-W. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3). Provides an opportunity for independent explorations of areas of interest. Prerequisite(s): Approval of Department Chair.

PE 495E-W. SEMINAR IN PHYSICAL EDUCATION (1-3). Offers seminars on current topics in areas of physical education.

PE 496E-W. SEMINAR IN RECREATION (1-3). Offers seminars on current topics in areas of recreation.

PE 497E-W. SEMINAR IN COACHING (1-3). Offers seminars on current topics in areas of coaching.

PE 498E-W. INTERNSHIP IN PHYSICAL EDUCATION (3). Provides an opportunity for an internship in physical education under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Internships may be taken in physical education (E), recreation (F), coaching (G), athletic training (H) and outdoor education (I).

PHYSICS

Dr. Norbert Roughton, Professor, Chairperson

A major in Physics is available only through the Thematic Major Program.

PHYSICS MINOR

12 SH

Upper Division Requirements

12 SH

Twelve (12) upper division semester hours of Physics courses selected with approval of the major advisor.

PHYSICS COURSE DESCRIPTIONS (PH)

PH 202A. GENERAL PHYSICS WITH TRIGONOMETRY I (3). Lecture and experimental demonstrations in mechanics, sound, light, heat, magnetism, electricity, and introductory modern physics. Co-requisite: PH 205A. Prerequisite(s): MT 231 or equivalent. NOTE: Three hours lecture, one-hour recitation each week.

PH 202B. GENERAL PHYSICS WITH TRIGONOMETRY II (3). A continuation of PH 202A. Co-requisite: PH 205B. Prerequisite(s): PH 202A.

PH 204A. GENERAL PHYSICS WITH CALCULUS I (3). Explores fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and introductory modern physics. Co-requisite: PH 205A. Prerequisite(s): MT 360A or permission of instructor. NOTE: Recommended for beginning physics majors, premedical students and engineers.

PH 204B. GENERAL PHYSICS WITH CALCULUS II (3). A continuation of PH 204A. Co-requisite: PH 205B. Prerequisite(s): PH 204A.

PH 205A. GENERAL PHYSICS LABORATORY I (1). Complements PH 202A or PH 204A. Co-requisite: PH 202A or PH 204A. NOTE: One three-hour laboratory each week required. Laboratory fee required.

PH 205B. GENERAL PHYSICS LABORATORY II (1). Complements PH 202B or PH 204B. Co-requisite: PH 202B or PH 204B. NOTE: One three-hour laboratory each week required. Laboratory fee required.

PH 410. ELECTRICITY AND MAGNETISM (3). Studies Coulombs law through the electromagnetic field of moving charge. Develops electrostatic fields in vacuum and in dielectrics, magnetic fields associated with constant and variable currents in vacuum and in magnetic materials, Maxwell's synthesis, and the propagation of electromagnetic waves in vacuum, in dielectrics and in good conductors. Prerequisite(s): PH 204A.

PH 455. MODERN PHYSICS II (3). Studies aspects of the atomic nucleus, including the basic properties of stable nuclei and nuclear models, the deuteron, nuclear disintegration studies, nuclear reactions and energy, radiation measurement techniques and a brief introduction to elementary particles. Prerequisite(s): PH 204A.

PH 470. INTRODUCTION TO ASTROPHYSICS (3). Reviews the observational bases of astrophysics, radiative properties of stars, stellar spectra, binary and variable stars, stellar interiors and evolution, and galaxies and cosmology. Includes observational work. Prerequisite(s): PH 204A. NOTE: Recommended as a physics elective or following completion of general physics and calculus.

PH 490E-W. INDEPENDENT STUDY IN PHYSICS (1-4). Offers an opportunity for advanced independent research. Prerequisite(s): Approval of Department Chair.

PRE-HEALTH SCIENCES

Dr. Joan Betz, Advisor

Health-science graduate programs such as medical, dental, and physical therapy schools select students after considering evidence of intellectual ability, motivation, an understanding of the nature of health professions, and past academic and personal achievement. Students should be prepared to answer the question "Why do you want to become a health care professional?" Toward that end, students are encouraged to gain experience in health-related service areas, including volunteer or internship opportunities. One aspect of achievement is the success of a student's curriculum, which should include a substantial amount of modern science. There are no official pre-health majors such as pre-medical, pre-dental, or pre-physical therapy majors; rather any major can be suitable, provided students satisfy the minimum course requirements for post-graduate work. Many applicants major in biology or chemistry.

Standardized aptitude/achievement tests (MCAT, DAT, GRE) are given substantial weight by health-science graduate programs in the admissions process. A general background in the fundamentals of modern science is required for good performance on most of these tests. Therefore, any curriculum undertaken by a pre-health science student should include many science courses. Because health science professions involve far more than basic science, students should demonstrate evidence of personal development, maturity and experience. For further information and suggestions students should consult the pre-health sciences advisor and the pre-medical/health web page on the Regis University Internet site. Students may wish to participate in activities of Alpha Epsilon Delta, the Health Pre-professional Honors Society.

Pre-health science students typically take biology (BL 260/261; BL 262/263) and chemistry courses (CH 210/211; CH 250/251) freshman year, often with mathematics. The prerequisite requirements for programs vary both among disciplines and among schools within disciplines. The course prerequisites listed below are approximate and designed for students planning to apply to multiple schools. There are health science professions in addition to those listed. Students should consult individual graduate programs for specific prerequisite requirements and additional recommended courses.

Pre-Dental, Pre-Medical, and Pre-Veterinary Typical Prerequisites 51-53 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CH 250—Organic Chemistry I	4 SH
CH 251—Organic Chemistry Laboratory I	1 SH
CH 350—Organic Chemistry II	3 SH
CH 351—Organic Chemistry Laboratory II	2 SH
CCS 200—Freshman Writing Seminar	3 SH
EN 210—Introduction to Poetry/Fiction/Drama	3 SH
English Literature Elective	3 SH
Two courses in Mathematics	6-8 SH

One of the following options in physics:

PH 202A—General Physics with Trigonometry I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 202B—General Physics with Trigonometry II	3 SH
PH 205B—General Physics Laboratory II	1 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH

Pre-Physician Assistant Typical Prerequisites 48-51 SH

BL 260—Principles of Biology: Molecular and Cellular	3 SH
BL 261—Molecular and Cellular Biology Laboratory	1 SH
BL 262—Principles of Biology: Organismic	3 SH
BL 263—Organismic Biology Laboratory	1 SH
BL 406—Comparative Vertebrate Anatomy	3 SH
BL 407—Comparative Vertebrate Anatomy Laboratory	1 SH
BL 414—Principles of Genetics	3 SH
BL 418—Microbiology	3 SH
BL 419—Microbiology Laboratory	1 SH
BL 436—Animal Physiology	3 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
CCS 200—Freshman Writing Seminar	3 SH
EN 210—Introduction to Poetry/Fiction/Drama	3 SH
English Literature Elective	3 SH
Two courses in Mathematics	6-8 SH

Pre-Physical Therapy Typical Prerequisites 50 SH

BL 244—Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245—Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246—Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247—Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH

BL 260—Principles of Biology: Molecular and Cellular*	3 SH
BL 261—Molecular and Cellular Biology Laboratory*	1 SH
BL 262—Principles of Biology: Organismic*	3 SH
BL 263—Organismic Biology Laboratory*	1 SH
CH 210—Principles of Chemistry I	4 SH
CH 211—Principles of Chemistry Laboratory I	1 SH
CH 230—Principles of Chemistry II	4 SH
CH 231—Principles of Chemistry Laboratory II	1 SH
EXS 424—Biomechanics of Exercise*	3 SH
MT 272—Statistics for the Life Sciences	3 SH
MT 360A—Calculus I*	4 SH
CCS 200—Freshman Writing Seminar	3 SH
PY 250—General Psychology	3 SH

One or more of the following courses in psychology:

PY 459—Developmental Psychology: Child	3 SH
PY 460—Developmental Psychology: Adolescence	3 SH
PY 461—Developmental Psychology: Adulthood and Aging	3 SH
PY 471—Abnormal Psychology	3 SH

One of the following options in physics:

PH 202A—General Physics with Trigonometry I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 202B—General Physics with Trigonometry II	3 SH
PH 205B—General Physics Laboratory II	1 SH
PH 204A—General Physics with Calculus I	3 SH
PH 205A—General Physics Laboratory I	1 SH
PH 204B—General Physics with Calculus II	3 SH
PH 205B—General Physics Laboratory II	1 SH

* Indicates a course required by many Physical Therapy programs but not required for entry into the Regis Doctor of Physical Therapy program.

PSYCHOLOGY

Dr. Gary Guyot, Professor, Chairperson
 Dr. Rona McCall, Associate Professor
 Rev. Charles Shelton, S.J., Associate Professor
 Dr. Jose LaFosse, Assistant Professor

The curriculum of the Psychology major is designed to provide a working knowledge of factual and current theoretical information in the field. Content is balanced with the development of critical thinking, problem-solving skills and an appreciation of cultural diversity. The application of psychological principles is strongly encouraged through service learning, internship and research opportunities.

The department offers a Bachelor of Science degree in Psychology. The degree requirements are designed with the latitude to prepare students interested in:

- Pursuing graduate work in psychology.
- Embarking on a career in psychology or related area where a combination of analytic and human skills is applicable.

- A liberal arts education in which psychology is a related and relevant major.

Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals. Students may obtain a copy of the Student Advising Handbook from their Psychology major advisor or any Psychology faculty member.

Departmental Regulations

The major requires a minimum of forty-three (43) semester hours, of which a minimum of twenty-one (21) semester hours must be taken from the Required Breadth Courses (see Required Breadth Courses for all majors below). With the approval of the Department, 300-level courses may be used in meeting major or minor requirements.

The Department requires that four (4) upper division Psychology courses plus PY 493—Senior Capstone (minimum fourteen [14] semester hours) be taken at Regis College to receive a degree with a major in Psychology.

To graduate with a Psychology major, a student must have a cumulative grade point average of 2.000 or higher for the required Psychology courses in the major.

PSYCHOLOGY MAJOR 43-44 SH

Lower and Upper Division Requirements 43-44 SH

MT 272—Statistics for the Life Sciences (also meets the Mathematics Core Studies requirement)	3 SH
NS 260—Introduction to Brain and Behavior*	3 SH
NS 261—Introduction to Brain and Behavior Laboratory*	1 SH
PY 250—General Psychology	3 SH
PY 381—Learning and Memory	3 SH
PY 382—Learning and Memory Laboratory	2 SH
PY 419—Experimental Psychology	3 SH
PY 420—Experimental Psychology Laboratory	2 SH
PY 493—Senior Capstone	2 SH

* The Required Neuroscience with Laboratory course is in addition to the Natural Science with Laboratory Course required for the Core.

Required Breadth Courses

In addition to courses listed above, a minimum of twenty-one (21) upper division semester hours of Psychology courses must be taken. To complete this requirements, one (1) course, but no more than two (2), must be taken from each of the Groups A through D. The major advisor should be consulted about the best combination of courses to take from each group based on the student's educational and career goals.

Group A - Lifespan Development 3-6 SH

PY 459—Developmental Psychology: Child	3 SH
PY 460—Developmental Psychology: Adolescence	3 SH
PY 461—Developmental Psychology: Adulthood and Aging	3 SH

Group B - Cognitive/Biological Processes 1-4 SH

PY 454—Cognitive Psychology	3 SH
PY 482—Sensation and Perception	3 SH
PY 485—Functional Neurophysiology and Neuroanatomy	3 SH
PY 486—Neurophysiology and Neuroanatomy Laboratory	1 SH
PY 487—Neuropsychology	3 SH
PY 488—Neuropsychology Laboratory	1 SH

Group C - Individual Differences/Social Processes 3-6 SH

PY 441—Social Psychology	3 SH
PY 452—Psychological Testing	3 SH
PY 470—Psychology of Personality	3 SH
PY 471—Abnormal Psychology	3 SH

Group D - Applied Psychology 3-6 SH

PY 410—Neurological Disorders	3 SH
PY 412—Children's Eyewitness Testimony	3 SH
PY 418—Psychology of Business and Industry	3 SH
PY 425—Psychological and Social Aspects of Exercise	3 SH
PY 445—Small Group Communication	3 SH
PY 450—Psychology of Women	3 SH
PY 453—Clinical and Counseling Psychology	3 SH
PY 462—Behavioral and Stress Management	3 SH
PY 466—Psychopharmacology	3 SH
PY 484—Psychology and the Law	3 SH

Other Psychology Courses 0-3 SH

PY 370—Intermediate Statistics (recommended for graduate school)	3 SH
PY 401—Advanced Neuroscience Methods	1 SH
PY 480—History and Systems of Psychology	3 SH
PY 490E-W—Independent Study in Psychology *	1-3 SH
PY 491E-W—Research in Psychology *	1-3 SH
PY 496E-W—Special Topics in Psychology	3 SH
PY 498E-W—Internship in Psychology *	3 SH

* No more than 3 SH of PY 490E-W or PY 491E-W can count towards the completion of the major.

HONORS-IN-PSYCHOLOGY MAJOR REQUIREMENTS

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Psychology major:

PY 474—Senior Thesis	3 SH
PY 491E-W—Research in Psychology	3 SH

- Maintenance of an overall grade point average 3.000 and a grade point average of 3.250 in psychology.
- Completion of three (3) semester hours of PY 491E-W—Research in Psychology. A research project must be proposed to and approved by a faculty committee in preparation for PY 474—Senior Thesis.

- Completion of PY 474—Senior Thesis. This represents completion of the research project proposed in PY 491E-W—Research in Psychology. The Thesis must conform to APA guidelines and be approved by the faculty thesis committee.
- An oral defense of the thesis before a panel of faculty including the faculty committee.
- Presentation of the research to a public forum such as a lecture or professional meeting.

PSYCHOLOGY MINOR 15 SH*Prerequisite*

PY 250—General Psychology	3 SH
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Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Psychology courses selected with the approval of the major advisor.

PSYCHOLOGY COURSE DESCRIPTIONS. (PY)

NOTE: CREDIT MAY BE RECEIVED FOR EITHER PY 250 OR PY 251, NOT BOTH.

PY 250. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 251. GENERAL PSYCHOLOGY-NEUROSCIENCE (3). Introduces the science of behavior, psychological processes, and brain-behavior relationships through a systematic study of representative areas of psychological and behavioral neuroscience. Explores interrelationships between psychological, biological and social factors affecting behavior through study of neurologically significant cases. Cross listing: NS 251.

PY 370. INTERMEDIATE STATISTICS (3). Reviews key topics from elementary statistics. Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, introduction to n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-Test; the runs test; and the Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 370 and MT 370.

PY 381. LEARNING AND MEMORY (3). Introduces basic concepts, methods and results of experimental analysis of learning and memory in humans and nonhuman animals. Includes classical and operant conditioning, discrimination learning processes underlying encoding, storage, and retrieval of information in memory, and other cognitive processes. Co-requisite: PY 382. Prerequisite(s): PY 250 or PY 251.

PY 382. LEARNING AND MEMORY LABORATORY (2). Involves laboratory experiments with animal and human subjects and the preparation of reports on these experiments. Co-requisite: PY 381. Laboratory fee required.

PY 401. ADVANCED NEUROSCIENCE METHODS (1). Emphasizes current neuroscience laboratory research techniques including recording cellular activity of nervous tissue, drug effects, brain lesions, histology, microscopy, and behavioral tests for assessing brain-behavior functions in non-human nervous systems. Prerequisite(s): PY 250 or PY 251 or NS 251 or permission of instructor. Cross listing: NS 401. Fee required.

PY 410E-W. NEUROLOGICAL DISORDERS (3). Applies a biopsychosocial approach to understanding brain-behavior relationships through the study of diseases of the nervous system. Prerequisite(s): PY 250 or PY 251. Cross listing: NS 410E-W. NOTE: A background in neuroscience or psychology, while helpful, is not essential for this course.

PY 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: CR 412.

PY 418. PSYCHOLOGY OF BUSINESS AND INDUSTRY (3). Studies principles of psychology as applied to selected problems in the area of business and industry. Cross listing: BA 401.

PY 419. EXPERIMENTAL PSYCHOLOGY (3). Considers methods and procedures of modern experimental psychology. Co-requisite: PY 420. Prerequisite(s): PY 250 or PY 251 and MT 270 or MT 272.

PY 420. EXPERIMENTAL PSYCHOLOGY LABORATORY (2). Provides an opportunity for completion of individual projects related to appropriate experimental and statistical design. Co-requisite: PY 419. Laboratory fee required. NOTE: One three-hour laboratory each week required.

PY 425. PSYCHOLOGICAL AND SOCIAL ASPECTS OF EXERCISE (3). Evaluates topics related to the social psychology of sports and exercise. The influence of social-psychological variables on participation in sports and exercise, and how participation affects the individual are examined. Focuses on performance psychology, stress processes, motivation, and exercise psychology across the lifespan. Prerequisite(s): NS 260 and NS 261. Cross listing: EXS 425.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250 or PY 251.

PY 445. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): PY 250 or PY 251 or COM 380. Cross listing: COM 414.

PY 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or PY 251 or WS 300. Cross listing: WS 450.

PY 452. PSYCHOLOGICAL AND EDUCATIONAL TESTING (3). Introduces psychological and educational concepts in testing. Includes reliability, validity, standardization and administration. Emphasizes appropriate selection, use and interpretation of tests. Prerequisite(s): PY 250 or PY 251. NOTE: MT 270 or MT 272 recommended, but not required.

PY 453. CLINICAL AND COUNSELING PSYCHOLOGY (3). Considers theory and application of basic therapeutic techniques to bring about behavioral change. Covers selected theoretical viewpoints and techniques. Prerequisite(s): PY 250 or PY 251.

PY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving and language. Examines current research data, theories and applications. Optional Co-requisite: PY 455. Prerequisite(s): PY 250 or PY 251.

PY 455. COGNITIVE PSYCHOLOGY LABORATORY (1). Involves laboratory experiments with human subjects exploring basic cognitive processes, such as memory and problem solving. Co-requisite: PY 454. Laboratory fee required.

PY 459. DEVELOPMENTAL PSYCHOLOGY: CHILD (3). Studies biological, psychological and social factors in human development from conception to puberty. Prerequisite(s): PY 250 or PY 251.

PY 460. DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3). Studies biological, psychological and social factors in human development during adolescence and young adulthood. Prerequisite(s): PY 250 or PY 251.

PY 461. DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3). Studies biological, psychological and social factors in human development during adulthood and later years. Prerequisite(s): PY 250 or PY 251.

PY 462. BEHAVIORAL AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques. Prerequisite(s): PY 250 or PY 251.

PY 466. PSYCHOPHARMACOLOGY (3). Examines relationships between brain functions and major psychoactive drugs, including drugs used to treat psychological and neurological disorders. Includes an analysis of the cellular and physiological effects of each drug on neuronal functioning as well as psychological functioning. Prerequisite(s): NS 260 or BL 261 and BL 262 or permission of instructor required. Cross listing: NS 466.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250 or PY 251.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250 or PY 251.

PY 474. SENIOR THESIS (3). Students meet regularly with a thesis advisor to prepare for the defense of a research project before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): PY 490E-W and approval of Department Chair required.

PY 480. HISTORY AND SYSTEMS OF PSYCHOLOGY (3). Provides an historical survey of systems and schools of psychology and their contributions to the development of modern psychological theory. Prerequisite(s): PY 250 or PY 251. Senior standing recommended.

PY 482. SENSATION AND PERCEPTION (3). Introduces the physiological and psychological processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Prerequisite(s): PY 250 or PY 251. Cross listing: NS 482.

PY 484. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: CR 415.

PY 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: PY 486. Prerequisite(s): Either BL 260 and BL 262, or permission of instructor. Cross listing: NS 485 and BL 485.

PY 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-requisite: PY 485. Cross listing: NS 486 and BL 486. NOTE: One three-hour laboratory per week. Laboratory fee required.

PY 487. NEUROPSYCHOLOGY (3). Studies the physiological and neuropsychological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Recommended co-requisite: PY 488. Prerequisite(s): Either BL 260 and BL 262, or PY 250 or PY 251. Cross listing: NS 487.

PY 488. NEUROPSYCHOLOGY LABORATORY (1). Emphasizes current research techniques and neuropsychological methods for assessing cognitive functions in humans, with an emphasis on assessment of the neurobehavioral impact of cerebral lesions. Prerequisite(s): PY 250 or PY 251 or NS 251. Co-requisite: PY 487. Cross listing: NS 488.

PY 490E-W. INDEPENDENT STUDY IN PSYCHOLOGY (1-3). Offers an opportunity for advanced study in psychology under the direction of a department faculty member. Prerequisite(s): PY 250 or PY 251, permission of instructor, Junior standing and approval of Department Chair.

PY 491E-W. RESEARCH IN PSYCHOLOGY (1-3). Offers an opportunity for collaborative research in psychology under faculty direction. Requires oral or poster presentation. Prerequisite(s): PY 250 and PY 251.

PY 493. SENIOR CAPSTONE (2). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): PY 250 or PY 251, majors only and Senior standing.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250 or PY 251.

PY 498E-W. INTERNSHIP IN PSYCHOLOGY (3). Involves placement in a clinical or research agency for advanced psychology students. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

RELIGIOUS STUDIES

Dr. John Kane, Professor, Chairperson
Dr. Randolph Lump, Professor
Rev. John Ridgway, S.J., Associate Professor
Dr. Susan Doty, Assistant Professor
Dr. Kari Kloos, Assistant Professor
Dr. Thomas Leininger, Assistant Professor
Ms. Julie Brumbaugh, Instructor

Departmental Regulations

The Religious Studies Core requirement of six (6) semester hours can be met with courses designated by two (2) different prefixes: RS or RC. RS courses (except for RS 200) are courses in some aspect of Christian Studies including scripture, religious thought and Christian history. RC courses are generally interdisciplinary (e.g., Psychology and Religion) or courses dealing with non-Christian religious traditions.

RS 200—Introduction to Religious Studies is the prerequisite for all other courses in Religious Studies. The second Core course requirement must be taken at the 300 level; 400-level courses are designed for majors and minors and as electives for students who have completed their Religious Studies Core requirement.

Any student seeking to utilize twelve (12) or more semester hours of Religious Studies as part of any program at Regis is well advised to consult with the Religious Studies Department to facilitate the optimum selection of courses.

Transfer students majoring in Religious Studies must take a minimum of twelve (12) semester hours of upper division Religious Studies courses through Regis College. The Department evaluates previous work completed by each transfer student to determine whether additional course work beyond the twelve (12) semester hours is necessary.

RS 499—Senior Project is required of all majors.

To graduate with a Religious Studies major, a grade of "C" (2.000) or better is required for all courses in the major.

RELIGIOUS STUDIES MAJOR 33 SH

Lower Division Requirements 9 SH

RS 200—Introduction to Religious Studies	3 SH
RS 305—Old Testament Themes	
or	
RS 306—New Testament Themes	3 SH
RS 310—History of Eastern and Western Christianity	3 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Religious Studies courses (RS or RC), which must include the following:

RS 426—Christianity Through The Centuries: Thought and Doctrine	3 SH
Six (6) 400-level RS or RC courses (minimum of one course in non-Christian religion or an interdisciplinary approach to the study of religion)	18 SH
RS 499—Senior Project	3 SH

RELIGIOUS STUDIES MINOR 18 SH

Recommended courses for Core Studies requirement include the following:

RS 200—Introduction to Religious Studies 3 SH
and

RS 305—Old Testament Themes
or

RS 306—New Testament Themes
or

RS 310—History of Eastern and Western Christianity 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Religious Studies courses selected with the approval of the major advisor.

CHRISTIAN LEADERSHIP MINOR 12 SH

Students may take a Christian Leadership minor through the Department of Religious Studies. It involves twelve (12) upper division semester hours selected with the approval of the student's minor advisor who is appointed by the Chair of the Department of Religious Studies. The minor typically involves practical experience in Christian Leadership (e.g., an internship, work with Campus Ministry, residence at Romero House). Interested students should contact the Chair of the Religious Studies Department.

RELIGIOUS STUDIES COURSE DESCRIPTIONS (RC & RS)

RELIGION AND CULTURE (RC)

RC 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 312.

RC 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 313.

RC 338. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 366.

RC 351. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing ways of understanding the world, the human and the Transcendent. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 390.

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, death and dying, and religious understandings of family life. Prerequisite(s): Completion of Religious Studies Core.

RC 408E-W. THEMES IN RELIGION, THE ARTS AND HUMANITIES (3). Examines selected themes dealing with religion and the visual, musical or literary arts. Emphasizes the arts and humanities portraying religious beliefs on a wide cultural and traditional scale. Includes art and mysticism, aesthetics, religion and literature, religion and film, sacred music and dance. Prerequisite(s): Completion of Religious Studies Core.

RC 410. NATIVE AMERICAN RELIGIOUS TRADITIONS (3). Surveys major themes in myth and ritual systems of selected Native American religious/cultural traditions. Focuses on Native American groups representing varied geographical regions of North America (Woodlands, Plains, Southwest). Prerequisite(s): Completion of Religious Studies Core.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250 or completion of Religious Studies Core. Cross listing: PL 485 E-W.

RC 425E-W. THEMES IN RELIGION AND THE SOCIAL SCIENCES (3). Examines aspects of social scientific study of religion. Includes psychology and religion, anthropology and religion, and religion and the struggle for selfhood. Prerequisite(s): Completion of Religious Studies Core.

RC 440E-W. THEMES IN RELIGION AND SCIENCE (3). Examines different aspects of the relationship between religion and science. Includes both historical and contemporary discussions of topics such as evolution and creation, the nature of religious and scientific knowledge, conflicts and complementarities between science and religion.

RC 451E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGION (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Prerequisite(s): PL 250 or RS 200 or completion of Religious Studies Core. Cross listing: PL 435E-W.

RC 460E-W. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: WS 460E-W.

RC 470E-W. ADULT SPIRITUALITY (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes. Prerequisite(s): Completion of Religious Studies Core.

RC 481. MEDIA AND THE WORD (3). A multidimensional exploration of the cultural and religious dimensions of communications media (oral, written, electronic) based on the tradition of analysis of Catholic Media scholars H. Marshall McLuhan and Walter J. Ong, S.J. Prerequisite(s): RS 200 or COM 380. Cross listing: CAS 420E or COM 481 or HO 468Z.

RC 490E-W. INDEPENDENT STUDY IN RELIGION AND CULTURE (3). Provides an interdisciplinary study of topics relating to the relationship between religion and culture not covered by regular course offerings. Prerequisite(s): Approval of Department Chair. NOTE: Specific assignments and meeting times are arranged with the instructor.

RELIGIOUS STUDIES (RS)

RS 200. INTRODUCTION TO RELIGIOUS STUDIES (3). Introduces the academic study of religion and develops an awareness of the nature of religion, the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns. NOTE: Prerequisite for all other Regis College Religious Studies courses.

RS 301E-W. INTRODUCTION TO THE CHRISTIAN FAITH (3). Investigates selected, central themes of Christian belief and practice including Roman Catholic tradition and Catholic social thought, and their application to living in the contemporary world. Prerequisite(s): RS 200.

RS 305. OLD TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the Old Testament focusing on specific Old Testament themes. Prerequisite(s): RS 200.

RS 306. NEW TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the New Testament, emphasizing the person of Jesus and the Gospels and writings of Paul. Prerequisite(s): RS 200.

RS 307. JESUS IN HISTORY (3). Explores various portrayals of Jesus, mainly in the Gospels, but also in the early non-canonical literature and in subsequent history including present day art, literature, music, and film. Prerequisite(s): RS 200.

RS 310. HISTORY OF EASTERN AND WESTERN CHRISTIANITY (3). Surveys the roots of Christianity in various cultural settings and its emergence and development in world history, from new Testament times to the present. Prerequisite(s): RS 200.

RS 320E-W. TOPICS IN CHRISTIANITY (3). Studies various topics about Christianity. Examples of such specific topics include Contemporary Catholicism or Women and Christianity. Prerequisite(s): RS 200.

RS 340. CATHOLIC SACRAMENTAL PRACTICE (3). Explores the sacramental tradition in Catholic Christian history, thought and practice. Emphasis is on implications for Catholic lay persons in light of Vatican Council II. Prerequisite(s): RS 200.

RS 350E-W. CHRISTIAN SERVICE (3). Combines Christian service and reflection based on service or ministry for study and reflection. Includes Christian service and reflection, models of ministry, Christian leadership. Prerequisite(s): RS 200.

RS 351. LAY MINISTRY PRACTICUM (1-3). Student creates and leads community prayer and prayerful scripture study, understand the parts of the Mass, roles and skills of liturgical ministers, understand ministry as service, develop skills in self reflection, theological reflection, practical application in catechetical leadership, youth and campus ministry, social justice work, and parish leadership. Prerequisite(s): RS 200.

RS 360. CHRISTIAN ETHICS (3). Examines central elements, sources, and dynamics of Christian moral life, and their implications for contemporary moral issues. Emphasizes Catholic fundamental moral thought. Prerequisite(s): RS 200. Cross listing: CAS 300M.

RS 365. CHRISTIAN LOVE AND MARRIAGE (3). Investigates the nature of Christian love focusing on the Christian understanding of marriage. Prerequisite(s): RS 200.

RS 370E-W. SPIRITUALITY (3). Explores fundamentals of spirituality emphasizing the role of history, culture and the divine-human relationship. Focuses on central themes including prayer, discernment and the Holy Spirit. Prerequisite(s): RS 200.

RS 400E-W. THEMES IN CHRISTIANITY (3). Examines selected themes or areas of specific study in terms of both relevant historical background and contemporary discussion. Includes Christology, Ecclesiology, sacraments, ecumenical thought and liberation thought. Prerequisite(s): Completion of Religious Studies Core.

RS 401E-W. TOPICS IN OLD TESTAMENT STUDIES (3). Investigates key themes in Old Testament literature, involving study of the resources and methods of biblical scholarship. Prerequisite(s): Completion of Religious Studies Core.

RS 402E-W. THEMES IN NEW TESTAMENT STUDIES (3). Investigates key themes in New Testament literature, involving study of the resources and methods of modern biblical scholarship. Prerequisite(s): Completion of Religious Studies Core.

RS 403E-W. TOPICS IN CHURCH HISTORY (3). Explores selected topics in the field of Christian history from the standpoint of historic, social, cultural and religious influences and developments. May include Church history, the patristic era, medieval Christianity, the Renaissance and Reformation or the modern era. Prerequisite(s): Completion of Religious Studies Core.

RS 404. CHRIST IN A CULTURE OF VIOLENCE (3). Explores contemporary issues and values in U.S. society. Analyzes the culture of consumerism and violence in contrast to the gospel message through the writings of John Kavanaugh, S.J., and the U.S. Catholic Bishops. Focuses on nonviolent alternatives consistent with the life and teachings of Jesus. Prerequisite(s): RS 200 and RS 310. Cross listing: CAS 420G and PJ 404.

RS 405E-W. ISSUES IN CONTEMPORARY CHRISTIANITY (3). Explores practical issues that face contemporary Christianity including issues of poverty and racism, hunger, death and dying. Prerequisite(s): Completion of Religious Studies Core.

RS 408. DIMENSIONS OF CONTEMPORARY CATHOLICISM (3). Introduces contemporary Catholicism with particular emphasis on United States Catholicism. Examines Catholic belief and practice and recent changes and tensions within Catholicism. Prerequisite(s): Completion of the Religious Studies Core. Cross listing: CAS 420H.

RS 414E-W. TOPICS IN CONTEMPORARY CHRISTIAN ETHICS (3). Surveys issues in method and/or particular topics of contemporary concern including method in Protestant and Catholic moral thought, feminist Christian ethics, medical ethics, economic justice, and war and peace. Prerequisite(s): Completion of Religious Studies Core.

RS 425. CHRISTIANITY THROUGH THE CENTURIES: ETHICS AND SPIRITUALITY (3). Provides a selective survey of Christian praxis over the centuries. Focuses on major movements in ethics and spirituality during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core.

RS 426. CHRISTIANITY THROUGH THE CENTURIES: THOUGHT AND DOCTRINE (3). Provides a selective survey of Christian thought and doctrine over the centuries. Focuses on major movements in Christian thought and development of doctrine during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core. Cross listing: CAS 400E.

RS 450. CHRISTIAN ETHICAL THOUGHT (3). In-depth study of Christian ethics with an emphasis on Roman Catholic tradition. Prerequisite(s): RS 200. Cross listing: CAS 440K.

RS 471E-W. TOPICS IN SPIRITUALITY (3). Investigates spirituality focusing on modern Christian spirituality, spiritual leaders including Ignatius of Loyola and prayer in the Christian tradition. Prerequisite(s): Completion of Religious Studies Core.

RS 490E-W. INDEPENDENT STUDY IN RELIGIOUS STUDIES (1-3). Provides focused research on a topic in religious studies not covered in regular course offerings. NOTE: Specific assignments and meeting times are arranged with the instructor. Prerequisite(s): Approval of Department Chair.

RS 491E-W. DIRECTED RESEARCH IN RELIGIOUS STUDIES (1-3). Provides individualized scholarly research in a topic in religious studies. Prerequisite(s): Approval of Department Chair.

RS 498E-W. INTERNSHIP IN RELIGIOUS STUDIES (3). Offers interested students an opportunity to explore Religious Studies in its practical application to the various

working areas or contemporary life and to reflect critically and constructively on their experience. Prerequisite(s): RS 200 and approval of Department Chair and Director of Experiential Education.

RS 499. SENIOR PROJECT (1-3). Offers a directed research project culminating a major in religious studies and leading to a public presentation of research results, under the direction of a qualified supervisor approved by the Department Chair. NOTE: Typically taken the second semester of the senior year. Prerequisite(s): Approval of Department Chair.

SOCIOLOGY

Dr. James Roth, Associate Professor, Chairperson
Dr. Alice Reich, Professor Emerita
Dr. Gilbert Gardner, Associate Professor
Dr. Lisa Garza, Associate Professor
Dr. Eve Passerini, Assistant Professor

SOCIOLOGY MAJOR 31 SH

Lower Division Requirements 9 SH

SO 200—Introduction to Sociology 3 SH
SO 203—Social Problems 3 SH
SO 204—Introduction to Cultural Anthropology 3 SH

Upper Division Requirements 22 SH

Twenty-two (22) upper division semester hours of Sociology courses, which must include:

SO 403—Sociology Theory 3 SH
SO 404—Methods of Sociological Research 3 SH
SO 499—Majors Seminar 1 SH
Upper Division Sociology Electives 15 SH

SOCIOLOGY MINOR 15 SH

Lower Division Requirements 3 SH

SO 200—Introduction to Sociology 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Sociology courses selected with the approval of the major advisor.

SOCIOLOGY COURSE DESCRIPTIONS (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and social processes.

SO 203. SOCIAL PROBLEMS (3). Surveys selected social problems from a national and international scope. Includes analysis of possible causes and consequences of these problems and of various proposals for solutions and reforms.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture. Cross listing: AN 204.

SO 403. SOCIOLOGICAL THEORY (3). Surveys major analytic models used in sociology. Reviews classical foundations of social thought, including the works of Marx, Durkheim and Weber, and contemporary schools of thought, such as feminist and neo-Marxian theory. Prerequisite(s): SO 200 or SO 203 or permission of instructor required.

SO 404. METHODS OF SOCIAL RESEARCH (3). Introduces the process of sociological and anthropological research. Includes reviewing previous research, sampling, interviewing and constructing questionnaires; and analysis and interpretation of data. Students design their own research project. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: AN 404.

SO 406. HISTORY OF ANTHROPOLOGICAL THEORY (3). Reviews the development of the central ideas that have shaped the emergence of anthropology as a science. The approach is critical and objective, with an emphasis on the evolution of the scope and limitations of modern theory. Prerequisite(s): SO 204 or AN 204, or permission of instructor. Cross listing: AN 406.

SO 407. INTRODUCTION TO APPLIED ANTHROPOLOGY (3). Discusses anthropology's insights on culture and research techniques as means to analyze social, political, and economic problems and develop solutions. Focuses on the ways in which applied anthropology can analyze, inform, and influence policy in the United States and abroad, demonstrating anthropology's mainstream relevance. Prerequisite(s): SO 200 and SO 204 or AN 204, or permission of instructor. Cross listing: AN 407.

SO 411. FOOD, GENDER, AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food demonstrate culturally determined gender and power relations in various societies around the world. Examines various understandings of issues such as nutrition, eating disorders, body images, and gender differences around food using a cross-cultural perspective. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: AN 411 and WS 411.

SO 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CR 416.

SO 419E-W. CULTURE AND CONSCIOUSNESS (3). Explores the social and cultural processes through which we construct our world. Includes the sociology of knowledge, symbolic interactionism, phenomenological sociology, ethnomethodology, cultural studies and related topics. Prerequisite(s): SO 200 or permission of instructor.

SO 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity and other diversity in the United States. Includes racism, creation and maintenance of ethnic group status, political processes and movements for self-determination. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: CR 422.

SO 423. MEXICAN AMERICANS IN THE U.S. (3). Provides a general overview of Mexican Americans in the United States in contemporary society. Examines the history, culture, and past and present policies that have affected the community. Emphasizes racism, discrimination, prejudice, internal colonialism, split labor market theory, immigration, participation in social movements, and experiences within the various social institutions such as the economy, politics, media, education, and the family. Cross listing: AN 423.

SO 424. GENDER ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated into all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: WS 424.

SO 425. NATIVE AMERICANS (3). Provides a general overview of Native Americans of North America. Examines the history, past and present social policies and treaties, and the American Indian Movement. Explores concepts such as racism, discrimination, prejudice, and internal colonialism. Prerequisite(s): SO 200 or SO 203 or permission of instructor.

SO 426. RACE AND ETHNICITY IN LATIN AMERICA (3). Explores the multiple, complex and historically changing meanings of the concepts of race and ethnicity in Latin America, and the consequences of discrimination towards specific groups based on these concepts. Regions covered will be the Caribbean, Atlantic Central America, and the Pacific, Atlantic and Andean regions of South America. Salient issues will be covered for each region. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: AN 426.

SO 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the Earth. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 436 and PJ 436.

SO 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 441 and PJ 441.

SO 450. CRIMINOLOGY (3). Analyzes social, political and economic dynamics of crime including: corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: CR 450.

SO 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or SO 203 or permission of instructor. Cross listing: CR 451.

SO 452. PUNISHMENT AND CORRECTIONS (3). Provides historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CR 452 and PJ 452.

SO 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, mass media, employment opportunities, family, criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CR 454.

SO 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses will focus on issues related to crime, police, the court system, punishment, social control, rehabilitation, etc. Prerequisite(s): SO 450 or CR 450 recommended. Cross listing: CR 495E-W.

SO 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: PJ 460.

SO 461. MEXICO AND CENTRAL AMERICA (3). Studies the multiplicity of culture and linguistic groups of Mexico and Central America within modern nation-states from an anthropological perspective. Focuses on issues of gender, economic and social experiences of these groups, with special attention to their ethnic diversity and unity. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: AN 461.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change. Prerequisite(s): SO 200 or permission of instructor.

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. Prerequisite(s): SO 200 or SO 203 or permission of instructor required.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Prerequisite(s): SO 200 or SO 203 or EC 200. Cross listing: EC 472 or HO 478L.

SO 475. GLOBALIZATION (3). Critical examination of economic agencies and instruments of corporate globalization. Topics include the World Trade Organization, World Bank, International Monetary Fund, corporate investment, military intervention, foreign aid, the debt crisis, etc. Globalization is set in the historical context of colonialism. Prerequisite(s): SO 200 or permission of instructor. Cross listing: PJ 475.

SO 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Prerequisite(s): SO 200 or WS 300. Cross listing: WS 481.

SO 484. ANTHROPOLOGY OF TOURISM (3). Examines the phenomenon of tourism in relationship to modernity, authenticity, sexual and romantic tourism, ecotourism, and others. Prerequisite(s): SO 200 and SO 204 or AN 204 or permission of instructor. Cross listing: AN 484 and ENVS 484.

SO 485. ANTHROPOLOGY OF RELIGION (3). Provides an anthropological examination of religious expression in past and present societies. Includes myth, ritual, shamanism, symbolism and religious change. Prerequisite(s): SO 200 or SO 204 or AN 204, Completion of Religious Studies Core or permission of instructor required. Cross listing: RC 425E or AN 485.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Prerequisite(s): SO 200 or COM 380. Cross listing: COM 486.

SO 490E-W. INDEPENDENT STUDY IN SOCIOLOGY (1-3). Offers an opportunity for individual study of an approved topic in sociology under the direction of a sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Prerequisite(s): SO 200 and approval of Department Chair.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies. Prerequisite(s): SO 200 or permission of instructor.

SO 498E-W. INTERNSHIP IN SOCIOLOGY (3). Provides an intensive work experience appropriate to the sociology discipline. Prerequisite(s): SO 200 and approval of Department Chair and Director of Experiential Education.

SO 499. MAJORS SEMINAR (1). Offers seminars on current topics in areas of sociology. Prerequisite(s): Majors only and Senior standing.

WOMEN'S STUDIES

Dr. Lisa Garza, Program Director

WOMEN'S STUDIES MAJOR 30 SH

Lower Division Requirements 3 SH

WS 300—Introduction to Women's Studies 3 SH

Upper Division Requirements 27 SH

Twenty-seven (27) semester hours which must include the following:

WS 498E-W—Internship in Women's Studies 3 SH

WS 499—Senior Thesis 3 SH

Twenty-one (21) semester hours of Women's Studies courses which must include a minimum of one, three (3) semester hour course, selected from each of the following three areas:

Humanities

WS 410E-W—Women in Literature 3 SH

WS 433—Contemporary Hispanic Women Writers 3 SH

WS 435—Images of Women in Art and the Popular Media 3 SH

WS 460—Women and Religion 3 SH

WS 470—Selected Feminist Thinkers 3 SH

WS 490E-W—Selected Topics in Feminist Theory 3 SH

Social Science

WS 420—Topics in Gender and History 3 SH

WS 424—Gender Roles 3 SH

WS 440—Gender, Sexuality and Media 3 SH

WS 450—Psychology of Women 3 SH

WS 481—The Family 3 SH

Applied

WS 401—Women's Health Issues 3 SH

WS 423—Gender Politics in the Classroom 3 SH

WS 453—Gender Issues in Organizations 3 SH

WS 495E-W—Independent Study in Women's Studies 3 SH

WOMEN'S STUDIES MINOR

12 SH

WS 490E-W—Selected topics in Feminist Theory 3 SH

Upper Division Women's Studies Electives (selected with the approval of the major advisor) 9 SH

NOTE: WS 300 is prerequisite for all upper division Women's Studies courses.

WOMEN'S STUDIES COURSE DESCRIPTIONS (WS)

WS 300. INTRODUCTION TO WOMEN'S STUDIES (3). Presents an overview of the study of gender in society from an interdisciplinary perspective. Introduces a variety of theoretical frameworks for examining questions of sexual difference in history, culture, and contemporary society. Examines central concepts and methods of Women's Studies and applies to such topics as family, religion, work, sexuality, and social change.

WS 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span. Cross listing: HSC 401 and PE 401. NOTE: For non-Nursing majors.

WS 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): WS 300 or CCS 200 or EN 210 and one (1) 300-level English course. Cross listing: EN 410E-W.

WS 411. FOOD, GENDER, AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food demonstrate culturally determined gender and power relations in various societies around the world. Examines various understandings of issues such as nutrition, eating disorders, body images, and gender differences around food using a cross-cultural perspective. Prerequisite(s): SO 200 or SO 204 or permission of instructor. Cross listing: SO 411.

WS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: HS 420.

WS 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examine the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): WS 300 or ED 204. Cross listing: ED 423.

WS 424. GENDER ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated into all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: SO 424.

WS 433. CONTEMPORARY HISPANIC WOMEN WRITERS (3). Surveys contemporary Hispanic women's literary achievements. May draw from the literature of Latin America, the United States and Spain. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic and aesthetic contexts. Cross listing: SP 433.

WS 435. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 200 or FAC 211 or FAC 212. Cross listing: FAHS 435.

WS 440. GENDER, SEXUALITY AND COMMUNICATION (3). A critical examination of communication's role in the construction, maintenance, and transformation of gender and sexuality. Emphasizes the role of gender and sexuality in the social organization of language, communication processes, and institutions. Prerequisite(s): COM 380 or WS 300. Cross listing: COM 440.

WS 445. EMPLOYMENT LAW AND POLICY (3). Surveys the impact of state and federal employment laws on the organization. Examines both the history of and resistance to focus—not legal focus per se. Provides a chronicle examination of the laws that were passed, and the resistance to the legislation. Explores what was happening in the community that made the laws necessary, what values are reflected in the law, and whether the law is adequate to balance the needs of the employer and employee. Prerequisite(s): BA 250 and BA 461. Junior standing. Cross listing: BA 445 and PJ 445.

WS 449. 18th CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental and Gothic. Prerequisite(s): CCS 200, EN 210 and one (1) 300-level English course. Cross listing: EN 449.

WS 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or PY 251 or WS 300. Cross listing: PY 450.

WS 453. GENDER ISSUES IN ORGANIZATIONS (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or permission of instructor. Cross listing: BA 453.

WS 460E-W. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: RC 460E-W.

WS 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): WS 300 or PL 250. Cross listing: PL 470.

WS 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Prerequisite(s): SO 200 or WS 300. Cross listing: SO 481.

WS 490E-W. SELECTED TOPICS IN FEMINIST THEORY (3). Discusses a variety of topics in feminist theory from eighteenth and nineteenth century writers such as Wollstonecraft and Mill to contemporary feminist thinkers. Among the possible topics to be considered are: Liberal reformism or radical transformation, the politics of difference, the challenges of postmodernism, feminism and women of color, etc. Prerequisite(s): WS 300.

WS 495E-W. INDEPENDENT STUDY IN WOMEN'S STUDIES (3). Provides an opportunity for independent study in an area of interest in women's studies. Prerequisite(s): WS 300 and approval of Program Director. Major/minor students only.

WS 498E-W. INTERNSHIP IN WOMEN'S STUDIES (3). Provides intensive and practical work experience related to the Women's Studies minor.

WS 499. WOMEN'S STUDIES SENIOR THESIS (3). Students meet regularly with their thesis advisor to prepare a thesis paper based on independent research. The thesis will be defended before the Women's Studies Committee before the end of the semester.

REGIS COLLEGE GRADUATE PROGRAM

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING (MAE)

Ms. Kathleen Nutting, Director

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INTRODUCTION

The Master of Arts in Education with a required specialization in Learning and Teaching (MAE) integrates the latest multidisciplinary research on the understanding and implementation of process education. It is designed to effect change in practice and prepare teachers to be leaders for educational renewal.

The MAE Program is committed to actively engaging teachers in collaborative, reflective, and rigorous learning experiences that wholly develop their capabilities as leaders in the teaching profession. The program is based on current research about effective curricula and how students learn best. Graduates are empowered as active and self-directed lifelong learners with a belief system that guides informed decisions about their students' education. They are committed to improving the potential of all students to contribute meaningfully in a diverse democratic society.

Although this program gives in-depth training in a number of areas, completion does not lead to certification as a public school teacher in the state of Colorado.

LEARNING FORMAT

The courses are delivered in a variety of formats. Fall and Spring semester courses are delivered in a weekend or evening format. There are a few courses that extend over a full sixteen (16) week academic period. Many of the Summer Semester courses are offered in concentrated blocks.

FACULTY

The MAE Program is distinguished by a faculty drawn largely from the ranks of pre-collegiate teaching professionals. The program's fundamental instructional philosophy is that eminently qualified master teachers practicing constructivist learning theory in classrooms are actively involved in the program as instructors and mentors/advisors.

MAE PROGRAM OUTCOMES

In addition to the Regis University Outcomes, MAE graduates also demonstrate in practice:

- beliefs about teaching and learning informed by sound research, theory, and professional experience
- understanding and application of the elements of a process learning classroom; including literacies in numeracy, reading, writing, expressive arts, and multicultural perspectives
- application of personal research to professional practice
- integrated, relevant and purposeful learning and teaching strategies
- development of curriculum and assessments that meet the needs of diverse learners
- effective learning partnerships with families and community
- a student-centered learning and teaching environment
- self-evaluation and reflection as a learner and educator
- commitment to continued professional growth.

ADMISSION

Requirements

- 1 A baccalaureate degree and current teacher licensure as an elementary (K-6) and/or secondary (7-12) teacher.
- 2 Submission of official transcripts for all college/university course work.
- 3 An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution.
- 4 A minimum of one (1) year teaching experience in either public or private schools in any grade, pre-K through grade 12.
- 5 Submission of an essay in which the applicant discusses three books he/she has read and the impact these have had on the applicant's life; at least one of the books should be professional.
- 6 Three (3) letters of recommendation, including one each from a colleague, an administrator and a parent of one of the applicant's students.
- 7 Access to students within a classroom setting on a regular basis for on-going application of concepts developed in the Master's program.

All documents submitted during the application process become the property of Regis University.

Application Deadline

Applications for admission are accepted throughout the year. Early application prior to desired starting date is encouraged.

Returning Students

The MAE Program is designed to allow flexibility in the completion of the course of study. Those who step out of the program and wish to return may do so within two years without an interview with the Program Director. After a two-year absence, a student must have an interview with the Program Director to review degree goals and to outline steps to be taken for continuing in the program.

Probationary Admission

No students are admitted on a probationary basis, nor are students who are on a probationary status at another university admitted to the program.

International Students

All international students seeking admission should check directly with the MAE Program Office for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements.

- 1 Submit an official score report of Test of English as a Foreign Language (TOEFL) with a proficiency 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Center's Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program.
- 2 Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until the student has been admitted by the University and an academic program.

Additional English instruction may be required on or after admission to the program to ensure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

MAE PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$370
Application Fee (nonrefundable)	\$75
Master's CAP Review Fee	\$250
LDL CAP Review Fee	\$200

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Application Fee

A nonrefundable application fee of \$75 is required. This fee must be paid in full before the application is processed.

Tuition

Since MAE courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week (before Saturday) of the academic period. There are several payment options, which are explained in the General Information section of the Bulletin under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call Enrollment Services at (303) 458-4126 or 1-800-388-2366 extension 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Tuition Refunds

The MAE Program refund of tuition is processed according to the following policy:

A full refund (minus the course change fee) is granted if students officially drop a course before the add/drop deadline.

All withdrawals must be approved in writing by the Program Director or designee.

Refunds of tuition are provided on a pro rata basis for course withdrawal. For additional information, students should refer to the General Information section of the Bulletin under the "Refunds of Tuition" heading.

ACADEMIC INFORMATION

Transfer Credit

Transfer credit is only awarded for graduate-level course work for which a grade of "B" or better has been earned at other colleges and universities that are accredited by a regional association. A maximum of six (6) semester hours of transfer credit may be requested.

Courses that are transferred into a candidate's Regis University Master of Arts in Education: Teaching and Learning (MAE) Degree Plan must match or equate to existing courses in the MAE program in both underlying philosophy and content and/or must expand/support student's teaching position. No course may be transferred in to take the place of a Core course. A course syllabus must accompany each course transfer request.

Nondegree-Seeking

Up to six (6) semester hours may be taken at Regis University at the master's level (MAE 600-level courses) as an unspecified (nondegree-seeking) student before declaring intention for degree candidacy. These semester hours may be applied to the candidate's degree program.

Registration

Students may register for courses during add/drop periods, by mail, fax, in person in the MAE Office, or via WebAdvisor (online student services software) before classes start. Publication of a course schedule each semester includes a registration form. Tuition must be paid at the time of registration or prior to the first class session of each course.

Attendance

Because of the concentrated nature of the program, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructors.

Auditing a Course

Auditing is permitted for Regis alumni for a nominal fee through the Alumni Audit Program. Non-alumni may audit courses up to a maximum of six (6) credit hours. Full tuition is charged to all unspecified (nondegree-seeking) non-alumni students registered to audit any Regis University course.

Add/Drop Deadlines

For short-term classes, the add/drop period extends through the first day of class. For full semester classes the add/drop period extends through the seventh (7th) calendar day of the semester. Students should refer to the schedule of courses for more detailed information.

Course Withdrawal

All course withdrawals must be approved in writing by the Program Director. A withdrawal is recorded as a "W" on the transcript. The withdrawal period begins the day following the add/drop period and ends at the point at which approximately 75% of the course has been completed. Tuition refund policy information can be found under the "Tuition Refunds" heading in the General Information section of the Bulletin.

Course Load/Overload

Six (6) semester hours constitute a full load for Fall and Spring Semesters. Eight (8) semester hours constitute a full load in the Summer. Students wishing to carry nine (9) or more semester hours (course overload) must present a formal written request for overload to the Program Director prior to the beginning of the class.

Appeals of Disputed Grades

Grade appeals for Regis College graduate students must be initiated within the first month of the semester following receipt of the grade.

Students who wish to protest a grade they have received in a course should follow the procedures listed.

- 1 The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow Step 2.
- 2 At the student's request, the Program Director arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of the three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. Typically, a written statement from each party that the other party can review and respond to in writing is the first step. Oral presentations to the committee are sometimes also useful. (Care should be taken lest either of the parties be intimidated through oral procedure.) The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.
- 3 The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination.

Academic Standing and Penalty

Students whose cumulative grade point average falls below 3.000 are placed on academic probation. Students placed on probation have one semester to raise their grade point average to 3.000. Students who fail to raise their cumulative grade point average to 3.00 are suspended from the MAE Program.

In addition, students who receive a grade of "C" in two courses at the 600 level are subject to academic review and may be suspended from the program. Suspension appeals should be submitted to the Program Director. The Review committee is comprised of the student's mentor/advisor, the Program Director and an instructor chosen by the student. The student may be asked to attend part or all of the appeal review meeting.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Graduation

Application

The filing of a formal Application for Graduation with the MAE Office is required the semester in which students expect to complete graduation requirements. Specific application deadlines are available from the MAE Office. Failure to make application by the proper date may delay graduation. A Regis cumulative grade point average of 3.000 is required to apply for graduation.

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received by the MAE Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded at a later date.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Additional information regarding policies and procedures for making payment of account is located in the General Information section of the Bulletin under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation form of students' intent to participate in commencement. Graduates are listed in the commencement program for the commencement in which they march.

MAE Program of Study

All students take a series of Core courses to provide a strong theoretical foundation in process learning. These courses are taken in conjunction with a choice of concept Strategy Strand courses, which model theory as practice across content. These courses provide for integrated and multidisciplinary learning.

Choice, a key element in constructivist learning, provides ownership for learning and empowers the learner. Choice is, therefore, an integral part of the master's program. Candidates have the opportunity to set individual program goals in consultation with their respective mentor/advisor. Once these goals are defined, candidates select courses from one or more of the concept Strategy Strands towards fulfillment of these goals. It is understood that the Strategy Strand courses require on-going involvement with students in a classroom setting.

The design and implementation of the curriculum of the master's degree program are dedicated to the application of literacy in authentic contexts with meaningful purposes. Candidates are, therefore, expected to gather process and share pertinent information with parents, community members, peers and school administrators for purposes that fit each contingency.

Candidates become members of a small Teaching and Learning Support Seminar (MAE 695E-H) that meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this master's program.

Candidates are required to complete a research project applied toward teaching and learning. The research project is part of MAE 615-The Teacher as Researcher: Foundation and MAE 616-The Teacher as Researcher: Practicum.

Candidates are required to present their program portfolio (i.e. evidence of change and growth as learners, parent partnership and materials demonstrating the application of learning, including the research and integrated learning projects) in Culminating Academic Program (CAP) Review before an examining committee comprised of one MAE instructor of the candidate's choice, the student's mentor/advisor, a representative from the MAE Program and one faculty-at-large from Regis University. The CAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699-CAP Review their final semester. The candidate must have completed all course work the semester prior to registering for the CAP Review.

Degree Plan

The Degree Plan outlines in writing the requirements for the Master of Arts in Education: Teaching and Learning. The Degree Plan is signed by the student and mentor/advisor, acknowledging the requirements for the Master of Arts in Education: Teaching and Learning degree. The approved Degree Plan must be signed and submitted to the MAE Office prior to the completion of thirteen (13) semester hours. The signed Plan guarantees the degree requirements and ensures students against program modifications made during the life of the Degree Plan. Signed Degree Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

Students must complete the program within five (5) years from the date of Degree Plan signature. The Degree Plan expires after five (5) years, after which a student must have an interview with the Program Director to establish remaining degree requirements and a time frame for program completion. Additional requirements may be imposed due to program modifications.

Degree Requirements

- 1 Successful completion of thirty (30) semester hours from required Core courses, selected Strategy Strand courses and the Teaching and Learning Support Seminar with a minimum cumulative grade point average of 3.000.
- 2 Consistent participation in MAE 695E-H—Teaching and Learning Support Seminar. This small group meets throughout the duration of the program. Candidates may receive from two to four (2-4) semester hours of credit for participation in the Teaching and Learning Support Seminars over the course of their respective programs. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
- 3 Successful completion of a CAP Review the final semester of a candidate's program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of experiences in the MAE Program. The student's developing portfolio provides the resources for the CAP Review.

Total Master's Degree Requirements 30 SH

Core Component Requirements	21 SH
MAE 695E-H—Teaching and Learning Support Seminar	2-4 SH
Strategy Strand Requirements	5-7 SH

Total Master's Degree with ESL/Bilingual Endorsement Requirements 40 SH

Core Component Requirements	19 SH
(MAE 605M is included in endorsement)	
Endorsement Courses	20-22 SH
MAE 695E-H—Learning and Teaching Support Seminar	1 SH

Core Courses

The Core component courses provide the framework for classroom practice. Focus is on students in the discovery of their literacy and self-as-learner, beliefs about teaching and learning, theoretical understanding and the development of research skills.

Strategy Strands

The purpose of the Strategy Strands is to provide choice for focus within or across curricular areas to deepen or widen understandings of the development of literacy in specific contexts.

Candidates select five (5) to seven (7) semester hours from one or more of five (5) Strategy Strands. These Strategy Strands are designed to highlight integration between and among the courses and across strands and to demonstrate theory-as-practice in classroom settings. The Strategy Strand courses are selected to meet a candidate's individual goals. Strategy strands include MAE 645E-W—Integrated Learning in Humanities, MAE 650E-W—Language Learning, MAE 685E-W—Integrated Learning in the Content Area, MAE 660E-W—Quantitative Thinking, and MAE 665E-W—Linguistically Diverse Learning.

The Linguistically Different Strategy Strand is comprised of a cluster of courses designed to meet the endorsement requirements for English as a Second Language (ESL) and Bilingual Education.

Teaching and Learning Support Seminar

Upon admission into the program, candidates are assigned to a small (6-10 person) Teaching and Learning Support Seminar group. This group is led by a mentor/advisor who orients the candidates to the program, facilitates the process of discovering their own literacy, coaches them through the developing portfolio process, supports them through the CAP Review process and helps them design their program of study beyond the Core component. Candidates are required to register for the Support Seminar for a minimum of two (2) semesters. Full participation in the Support Seminar is expected of candidates for the duration of the program whether or not they registered for it. In the semester of their CAP Review, candidates must register for the Support Seminar. Candidates must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

MAE Program Student Expectations

The following expectations are the threads that weave through every course. In addition to the regular content requirements for each course, students are required to:

- Engage in the teacher-as-researcher process relating Core concepts and theoretical foundations to classroom pedagogues on a daily basis.
- Conduct on-going theory-as-practice classroom applications.
- Design and implement integrated curricula for their unique educational community, building on research and Core concepts presented throughout the program.
- Adapt process learning theory and strategies to meet the unique requirements of special needs students (e.g., gifted and talented students, English as a second language learners, remedial readers) in their classroom.
- Assimilate experiences and learning in a developmental portfolio.
- Practice constructive self-evaluation strategies and actively participate in the evaluation of themselves as learners at both the course and developmental portfolio levels.
- Demonstrate ethical behavior.

Successful attainment of these student expectations is evaluated as part of each Teaching and Learning Support Seminar.

Throughout the program, candidates work closely with a mentor/advisor, a master teacher, who coaches them in classroom applications, supervises the expectation threads and oversees their program's formative evaluation process.

Culminating Academic Program (CAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates expecting to participate in a CAP Review must send a letter to the MAE Office prior to the start of their final semester requesting a CAP Review. The MAE office schedules the CAP Reviews and notifies candidates accordingly. Candidates requesting a Review must register for MAE 699A—Culminating Academic Program (CAP). An abstract of a candidate's presentation must be submitted to the MAE Office no later than one (1) week prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates may have one (1) additional opportunity to successfully complete the CAP Review process if given an Incomplete. Should candidates have to repeat the Review process, they are expected to keep their degree program active by enrolling in a course or MAE 695E-H—Teaching and Learning Support Seminar during the semester(s) they are not repeating the Review. The semester the Review is

repeated, candidates must register for MAE 699A—CAP Review. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

LINGUISTICALLY DIVERSE LEARNER ENDORSEMENT PROGRAMS

INTRODUCTION

Two programs are offered that prepare licensed teachers for a Colorado Teacher Endorsement in the area of Linguistically Diverse Learners. The linguistically diverse endorsement may be in either Linguistically Diverse Education (LDE) or LDES: Bilingual Specialist. The Bilingual endorsement also requires meeting endorsement requirement in a foreign language. These two endorsement programs are designed to provide comprehensive training for teachers in the process of literacy learning and teaching across the content areas as it applies to the linguistically different learner. These programs have been designed to meet all the state of Colorado Standards for Linguistically Diverse Education and LDES: Bilingual Specialist.

A student wishing either of the two endorsements does not need to complete a Master's degree but must follow similar admission requirements as outlined below. A student may choose, however, to pursue a Master's Degree in Education with an endorsement in Linguistically Diverse Education or Bilingual Specialist by completing the core courses in the Master's Program and completing the required course work in the Linguistically Diverse Learner Strand.

Master's degree with LDE Endorsement is a forty (40) semester hour program.

ENDORSEMENT PROGRAM ADMISSIONS

Requirements

- A bachelor's degree and licensure as an elementary and/or secondary school teacher.
- One year teaching experience as a licensed teacher.
- Official transcripts for all college and university course work with an undergraduate grade point average (GPA) of 2.750.
- A typed, double-spaced essay of no more than two pages in which the candidates discusses their perception of Bilingual/Multicultural education.
- Three letters of recommendation to be completed by one of each of the following: a current administrator, a teacher colleague, a student's parent.
- Ongoing teaching experience with students in a classroom setting.
- A non-refundable \$75.00 application fee sent with the Linguistically Diverse Learner Endorsement Application.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of Bilingual/Multicultural education and must have cross culture sensitivity.

Application Deadline

Applications for admissions are accepted throughout the year. Early application prior to desired starting date is encouraged.

Candidates pursuing the Linguistically Diverse Education endorsement must pass the PLACE Test for LDE Educators at the conclusion of their program in order to be endorsed.

Candidates pursuing the Bilingual Specialist endorsements must have already completed requirements for the LDE Endorsement and meet requirements for endorsement in a foreign language. They must pass the PLACE Test for Bilingual Educators at the conclusion of their programs in order to be endorsed.

ENDORSEMENT PROGRAM CHARGES FOR THE 2005-2006 ACADEMIC YEAR

Tuition (per semester hour)	\$370
Auditing Fee (per semester hour)	\$50
Application Fee (nonrefundable)	\$75
LDE CAP Review Fee	\$200

Tuition

Since the endorsement courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week of the academic period. (Please refer to the General Information section of the Regis University Bulletin under the heading of "Tuition, Fees, Room and Board Charges") Students are also urged to call Enrollment Services at (303) 458-4126 to request a copy of the brochure, "Paying Your Tuition at Regis University."

ACADEMIC INFORMATION

Transfer Credit

Transfer credit is only awarded for graduate-level course work for which a grade of "B" or better has been earned at other colleges and universities that are accredited by a regional association.

Courses that are transferred into a candidate's endorsement program must match or equate to existing courses in the endorsement program in both underlying philosophy and content. A candidate may request a transfer of up to six (6) graduate semester hours from another university for courses taken in the past five (5) years. A course syllabus must accompany each course transfer request. Requests are reviewed by a Transfer-of-Credit Committee.

Registration

Candidates for the Linguistically Diverse Education Programs will follow all registration procedures designated in the MAE Schedule of Courses.

Attendance

Because of the concentrated nature of the endorsement programs, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructor.

Bilingual and ESL Program of Study

Candidates complete a series of courses to provide a strong theoretical foundation in process learning as it relates to the linguistically diverse learner.

Candidates are also required to take 3-5 semester hours of practicum (180-300 hours) in which they demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of children in a bilingual/ESL classroom.

The design and implementation of the curriculum of the endorsement classes are predicated on the application of language in authentic context, with meaningful purposes. Candidates are, therefore, required to gather process and share pertinent information with parents, community members, peers and school administrators.

Candidates are required to work with parents throughout their programs and to establish parent partnerships to assist parents in their roles as first teachers.

Candidates become members of a small Teaching and Learning Support Seminar that meets regularly throughout the duration of their programs. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program.

Candidates are required to present their program portfolio (i.e., evidence of change and growth as learners, parent partnerships and materials demonstrating the application of learning) in a Linguistically Diverse Learner Culminating Academic Programs (LCLCAP) Review before an examining committee comprised of one MAE instructor of the candidate's choice, the student's mentor/advisor and a representative from the MAE Program. The LCLCAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699B their final semester.

Endorsement Plan

The Endorsement Plan outlines in writing the requirements for the LDES: Bilingual Specialist and the LDE program. The Endorsement Plan is signed by the student and mentor/advisor, acknowledging the requirements for the endorsement programs. The approved Endorsement Plan must be signed and submitted to the MAE Office prior to the completion of six (6) semester hours. The signed Plan guarantees the requirements and ensures students against program modifications made during the life of the Endorsement Plan. Signed Endorsement Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

Endorsement Requirements

- 1 Successful completion of twenty to twenty-two (20-22) semester hours from required courses for the LDE Endorsement. LDES: Bilingual Specialist endorsement requires twenty-three to twenty-five (23-25) semester hours.
- 2 Participation in the Teaching and Learning Support Seminar. This small group meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of the endorsement programs. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program.
- 3 Successful completion of a LCLCAP Review the final semester of a candidate's program. The LCLCAP Review provides a platform for endorsement candidates to present evidence of their growth and change as a result of experience in the endorsement program. The student's developing portfolio provides the resources for the LCLCAP Review.

Linguistically Diverse Learner Culminating Academic Program (LCLCAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program Review before a Review Committee the final semester of their program. Candidates expecting to participate in a LCLCAP Review must send a letter to the MAE Office prior to the start of their final semester requesting a LCLCAP Review. The MAE Office schedules the LCLCAP Reviews and notifies the candidates accordingly. Candidates requesting a Review must register for MAE 699B—Linguistically Diverse Learner: (LDL) Culminating Academic Program (CAP) Review. An abstract of a candidate's presentation must be submitted to the MAE Office no later than two (2) weeks prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass Grade for the LCLCAP Review presentation. Candidates may have another opportunity to successfully complete the LCLCAP Review if given an Incomplete. If the candidate does not successfully complete the Review the second time, a No Pass will be given and the candidate will be terminated from the program. The semester the Review is repeated, candidates must register for MAE 699B. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

Course Work Required for Linguistically Diverse Education Endorsement

MAE 605M—Multicultural Perspectives	2 SH
MAE 665E—Teaching Strategies for Linguistically Diverse Learners	3 SH
MAE 665G—Linguistics for Linguistically Diverse Learners	3 SH
MAE 665H—Foundations of Education for the Linguistically Diverse	3 SH
MAE 665I—Assessment for Linguistically Diverse Learners	3 SH
MAE 665M—Parent/School/Community Partnerships	1 SH
MAE 665K—LDL Practicum I	1-5 SH
MAE 665L—LDL Practicum II	1-5 SH

MAE 665P—Literacy for the Linguistically Diverse Learner	2 SH
MAE 699B—LDL Culminating Academic Program Review	0 SH

Course Work Required for Linguistically Diverse Education: Bilingual Specialist Endorsement

MAE 605M—Multicultural Perspectives	2 SH
MAE 665E—Teaching Strategies for Linguistically Diverse Learners	3 SH
MAE 665F—Spanish Literacy	3 SH
MAE 665G—Linguistics for Linguistically Diverse Learners	3 SH
MAE 665H—Foundations of Education for the Linguistically Diverse	3 SH
MAE 665I—Assessment for Linguistically Diverse Learners	3 SH
MAE 665M—Parent/School/Community Partnerships	1 SH
MAE 665K—LDL Practicum I	1-5 SH
MAE 665L—LDL Practicum II	1-5 SH
MAE 665P—Literacy for the Linguistically Diverse Learner	2 SH
MAE 699B—LDL Culminating Academic Program Review	0 SH

GRADUATE ACADEMIC CERTIFICATE LINGUISTICALLY DIVERSE LEARNER

This certificate offers coursework and applied practice experience to assist classroom teachers in successfully meeting the needs of all students in their classrooms. It will provide an entry point to the full Linguistically Diverse Education endorsement if teachers choose to continue to complete the coursework. The four (4) courses selected for the endorsement are key courses presently offered in the endorsement program so there is a seamless transition to the full endorsement.

Admission

- Completed application form
- Submission of official transcripts reflecting a baccalaureate degree from an accredited college or university
- Two letters of recommendation
- Access to students within a classroom setting on a regular basis for on-going application of concepts developed in the Certificate program.

Requirements

An academic certificate requires that students meet the following requirements in addition to the twelve (12) specified graduate hours:

- 1 Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- 2 Grades lower than a "C" do not meet any requirement of the certificate program and are unacceptable. A candidate who receives a grade of "C" in two (2) courses at the 600-level are subject to academic review.
- 3 The certificate program must be successfully completed within three (3) years (thirty-six [36] months) from the date of the Certificate Plan which occurs before the completion of the first course.
- 4 Graduate transfer credit is not accepted into the certificate program. All twelve (12) hours must be earned through Regis University.

Linguistically Diverse Learner Certificate

MAE 665E—Teaching Strategies for Linguistically Diverse Learners	3 SH
MAE 665G—Linguistics for Linguistically Diverse Learners	3 SH
MAE 665H—Foundations of Education for the Linguistically Diverse	3 SH
MAE 665I—Assessment for Linguistically Diverse Learners	3 SH

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING COURSE DESCRIPTIONS (MAE)

MAE 605E-W. DISCOVERY YOUR OWN LITERACY (2). The "Discover Your Own Literacy" series of the following five core courses provides primary basis of self-as-learner for the master's program. In order to promote the most effective learning possible in students, teachers must first understand the cognitive and affective processes which create their own learning. The objective of these courses is to guide teachers in the exploration, discovery, and subsequent understanding of their own learning processes of: language (including reading and writing), quantitative reasoning, multicultural perspectives, academic discourse and artistic expression.

MAE 605E. DISCOVER YOUR OWN LITERACY: ARTS FOR LEARNING (2). Participants explore and expand their literacies in the fine arts of music, art, poetry, creative drama, storytelling and movement. Examines current research on brain based learning, creativity, and the role the arts play in effective teaching and learning. Participants will engage in activities which utilize the fine arts as learning tools across the content areas.

MAE 605M. MULTICULTURAL PERSPECTIVES (2). Explores and reflects on multicultural perspectives, issues of social justice, and societal structures which impact the success of individual students and programs. Investigates and discovers threads that tie diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes and classrooms.

MAE 605N. DISCOVER YOUR OWN LITERACY: NUMERACY WORKSHOP (2). Explores numeracy emphasizing quantitative learning and the mathematics classroom environment. Based on current research, mathematics is explored as a natural thinking construct for learning and problem solving across all content areas.

MAE 605R. DISCOVER YOUR OWN LITERACY: READERS/WRITERS WORKSHOP (2). Students experience a readers'/writers' workshop to discover and explore their own literacy. Provides opportunity to develop ideas, to see responses, to revise and to edit their own writing. Crafted piece will be shared with other writers in a supportive community.

MAE 605S. DISCOVER YOUR OWN LITERACY: SOCRATIC SEMINAR K-12 (2). Explores literacy ideas, values and issues emphasizing participants' understanding through close reading, attentive listening, clear expression, analyzing logical arguments and promoting higher order thinking skills.

MAE 610. CONNECTING BELIEFS, THEORY AND PRACTICE (3). Research and learning theories from cognitive psychology, child/adolescent development and a number of other areas are explored. Students develop knowledge and understanding of the processes and skills that join learning and literacies education. Students are expected to have a clearly articulated theory of learning as it relates to literacy and literacy education as applied across grade levels and content areas. Prerequisite(s): MAE 605R.

MAE 615. TEACHER AS RESEARCHER: FOUNDATIONS (2). Examines research strategies emphasizing ethnographic and action research in the multifaceted culture of process learning classrooms. Participants identify teaching-learning questions arising from own situations and acquire techniques and resources for a research study.

MAE 616. TEACHER AS RESEARCHER: PRACTICUM (2). Participants conduct research in their respective classroom, analyze data, draw conclusions and present research findings, choosing an appropriate format to share findings with colleagues both in the program and in the larger community. Prerequisite(s): MAE 615.

MAE 619. CURRICULUM THEORY AND EVALUATION PROCEDURES (2). Guides participants through the process of discovering how curriculum is developed in student centered classrooms. Examine the distinctions among adopting, adapting and designing curriculum. Discusses a variety of evaluative procedures as an integral part of curriculum design and instructional practice.

MAE 620. CURRICULUM AND EVALUATIONS APPLICATION (2). Students design curricula and evaluation procedures for their classrooms based on the specific cultural characteristics of the individual school communities. Each candidate begins classroom implementation of the curriculum he/she designs with the instructor acting as mentor. Prerequisite(s): MAE 619.

MAE 645E-W. HUMANITIES STRAND (1-3). Explores art, music and drama as disciplines, emphasizing developing concept understanding. Candidates learn the tools to help children appreciate and share their world more freely. Develops processes used to gather, think about and communicate information of experiences integrating art, music and drama into curriculum.

MAE 650E-W. LANGUAGE LEARNING STRAND (1-4). Provides an opportunity to practice process learning philosophy, research and theory to develop language (listening, speaking, reading and writing) as a critical thinking tool. Students learn that language learning, like mathematics learning, is a process of construction. Emphasizes literature as a major resource for learning across all content areas. Candidates plan, implement and evaluate activities in which students use and consider the functions of language for a variety of relevant learning programs.

MAE 655E-W. INTEGRATED LEARNING STRAND (2). The research, philosophy and theory of constructivist learning are applied to the content areas. Topics of study are selected by students from community issues that are of interest to them. Emphasis is on developing concept understandings related to the topics being explored. Candidates plan, implement and evaluate integrated learning experiences that meet the diverse needs of the students in their own classrooms.

MAE 660E-W. QUANTITATIVE THINKING STRAND (1-3). Emphasizes developing concept, understandings and skill proficiency through relevant content. Explores mathematics as a discipline, a tool for learning across content areas and as a process of construction. Focuses on the meaning that is being communicated rather than the form of the mathematics itself. Candidates plan, implement and evaluate integrated experiences in which students explore the role mathematics plays on their lives while learning related mathematical concepts and skills.

MAE 665E-W. LINGUISTICALLY DIVERSE STRAND (1-5). The courses for this strategy strand are designed to lead to endorsement in Colorado for Bilingual Education or English as a Second Language (ESL). Model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Learning for the Linguistically Different Strategy Strand may qualify a student to be recommended for endorsement.

MAE 665E. LINGUISTICALLY DIVERSE STRAND: TEACHING STRATEGIES FOR LINGUISTICALLY DIVERSE LEARNERS (3). Provides research-based methods and strategies for teaching English as a second language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a second language and process learning as it applies to ESL in content areas. Specific teaching methodology including natural learning and sheltered approaches to develop academic English will be discussed and demonstrated.

MAE 665F. LINGUISTICALLY DIVERSE STRAND: SPANISH LITERACY (3). Provides current and emerging philosophies and methods of teaching reading, writing, speaking and listening in Spanish to native Spanish speakers. Includes a review of materials and strategies for teaching reading, writing and important considerations for transference from first to second language. NOTE: Course is taught in Spanish and designed for the bilingual educator.

MAE 665G. LINGUISTICALLY DIVERSE STRAND: LINGUISTICS FOR LINGUISTICALLY DIVERSE LEARNERS (3). Provides learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Reviews instructional practices for teaching English to speakers of other languages. Explores and models process learning as it applies to the acquisition of the English language.

MAE 665H. LINGUISTICALLY DIVERSE STRAND: FOUNDATIONS OF EDUCATION FOR THE LINGUISTICALLY DIVERSE (3). Provides an overview of the history and legislation related to LDL and a survey of bilingual and ESL programs. Discusses models, philosophies and theoretical underpinnings of programs for the LDL. Includes important considerations for teaching this population, introduction to parent involvement, and multicultural education. Also studies strategies for incorporating process learning with bilingual and ESL education methodology.

MAE 665I. LINGUISTICALLY DIFFERENT STRAND: ASSESSMENT FOR LINGUISTICALLY DIVERSE LEARNERS (3). Includes both theoretical and applied aspects of diagnostic assessment. Presents an overview of historical and legal implications as they apply to Linguistically Diverse Learners. Reviews administration and interpretation of current educational tests related to the English language learner including intelligence, achievement and language proficiency. Explores assessment in a process learning classroom and will be compared to traditional assessments.

MAE 665J. LINGUISTICALLY DIVERSE STRAND: PARENT/COMMUNITY INVOLVEMENT (3). Focuses on developing a community of learners in the classroom and on models and strategies for improving parent and community involvement in the school. Examines strategies for becoming advocates for the linguistically diverse students and their families. Explores strategies for involving parents in the classroom. Students develop and implement a parent involvement component.

MAE 665K. LINGUISTICALLY DIVERSE STRAND: LDL PRACTICUM I (1-5). This course and the support seminar are designed to support candidates in linking the theories learned in other coursework to actual practices. Under the direction of a mentor, candidates demonstrate their skills and knowledge to teaching linguistically diverse learners. Additional attributes which contribute to the success of linguistically diverse learners will be documented through professional development and community involvement activities. NOTE: Pass/No Pass Grading only (60-300 hrs).

MAE 665L. LINGUISTICALLY DIVERSE STRAND: LDL PRACTICUM II (1-5). This course and the support seminar are designed to support candidates in linking the theories learned in other coursework to actual practices. Under the direction of a mentor, candidates demonstrate their skills and knowledge to teaching linguistically diverse learners. Additional attributes which contribute to the success of linguistically diverse learners will be documented through professional development and community involvement activities. NOTE: Pass/No Pass Grading only (60-300 hrs).

MAE 665M. LINGUISTICALLY DIVERSE STRAND: PARENT/SCHOOL/COMMUNITY PARTNERSHIPS (1). Focuses on models and strategies for increasing collaboration with parents and community in students' education. Explores ways to enhance an atmosphere of inclusion, further meaningful communication and become advocates for diverse students and their families. Participants will develop resources to assist families and support student achievement.

MAE 665P. LITERACY FOR THE LINGUISTICALLY DIVERSE LEARNER (2). Focuses on developing a community of learners that explore models and strategies for improving reading instruction for the second language learner. Research based strategies focused on the five reading components of phonics, phonemic awareness, vocabulary development, fluency, and comprehension will be integrated throughout the class. Class participants find meaningful ways and strategies to teach reading to the second language learner at their particular grade level of instruction.

MAE 680E-W. WHOLE LEARNING WORKSHOP SERIES (1-4). Includes workshops and courses that are offered on a variety of topics for a limited number of times and taught by distinguished guest instructors. Provides opportunities for teachers to interact with renowned scholars in whole learning theory and practice.

MAE 690E-W. INDEPENDENT STUDY IN PROCESS LEARNING (1-6). Addresses a topic in process learning not covered in a course offered in the Bulletin or addresses a unique field experience related to a candidate's degree goals. An independent study involving field experience must be submitted at least sixty (60) days prior to the start of the experience for approval by the Program Director. An independent study may substitute for up to six (6) hours of Strategy Strand courses. Prerequisite(s): Permission of a candidate's mentor/advisor, the instructor and the Program Director.

MAE 695E-H. LEARNING AND TEACHING SUPPORT SEMINAR (1). Candidates share, discuss and journal learning connections between and among readings, courses, research, beliefs and classroom practices, including issues related to program expectations. Candidates have opportunities to visit classrooms to observe instructional practices related to their professional and academic goals. Pass/No Pass grading only. Students must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

MAE 699A. CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0). Candidates are required to register for the Culminating Academic Program (CAP) Review the final semester of their respective programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the CAP Review is to provide a forum for prospective graduates to actively and creatively demonstrate their growth and changes as learners and educators. The CAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699B. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0). Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

RUECKERT-HARTMAN SCHOOL FOR HEALTH PROFESSIONS

RHSHP DEGREE AND CERTIFICATE OFFERINGS

ACADEMIC DEAN'S OFFICE

Room 315 Carroll Hall
Regis University
Mail Code: G-6
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4174
(303) 964-5533 fax

DEGREE OFFERINGS

BACHELOR OF SCIENCE

Program: *Health Services Administration and Management*

Majors: Health Care Administration (HCA)
Health Information Management (HIM)

Office: Room 324 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

BACHELOR OF SCIENCE IN NURSING

Program: *Undergraduate Program in Nursing*

Major: Nursing

Options: Traditional
Accelerated
Worksite
CHOICE BSN
Outreach BSN
RN-to-BSN Degree Completion

Office: 3rd Floor Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
Traditional (303) 964-5133
Accelerated (303) 964-5165
Worksite (303) 964-5133
CHOICE-BSN (303) 964-5133
Outreach BSN (303) 964-5165
RN-to-BSN Degree Completion
Classroom-Based (303) 964-5251
Online (800) 388-2366 Ext. 5269 or (303) 964-5269
(303) 964-5343 fax

MASTER OF SCIENCE

Programs: *Clinical Leadership for Physician Assistants*
Health Services Administration

Office: Graduate Programs in Health Services Administration
and Management
Room 324 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157
(303) 964-5533 fax

MASTER OF SCIENCE IN NURSING

Program: *Graduate Program in Nursing*

Specializations: Family Nurse Practitioner
Leadership in Health Care Systems
Neonatal Nurse Practitioner

Office: 3rd Floor Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
Family Nurse Practitioner and Neonatal Nurse
Practitioner (303) 964-5251
Leadership in Health Care Systems
Classroom-Based (303) 964-5251
Online (800) 338-2366 Ext. 5269 or (303) 964-5269
(303) 964-5343 fax

DOCTOR OF PHYSICAL THERAPY

Program: *Doctor of Physical Therapy*

Options: Professional Entry
Transition Doctor of Physical Therapy (Post-Professional
Entry)

Office: Room 409 Carroll Hall
Regis University
Mail Code: G-4
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4340

CERTIFICATE OFFERINGS

Program: *Health Services Administration and Management*

Certificate: Health Information Management

Office: Room 324 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

Program: *Graduate Program in Nursing*

Certificate: Post-Master's Certificate
Dermatology
Family Nurse Practitioner
Neonatal Nurse Practitioner

Office: 3rd Floor Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 964-5251

GENERAL INFORMATION

INTRODUCTION

Regis University offers a variety of programs to serve the needs of the community for well-prepared professionals in health care. The Rueckert-Hartman School for Health Professions (RHSHP) is organized into four (4) departments: the Loretto Heights Department of Nursing, the Department of Physical Therapy, the Department of Health Services Administration and Management, and the Department of Health Care Ethics. Within these departments, the School offers a Bachelor of Science in Health Care Administration; Bachelor of Science in Health Information Management; Bachelor of Science in Nursing; Master of Science in Health Services Administration; Master of Science in Clinical Leadership for Physician Assistants; Master of Science in Nursing with a specialization in Family Nurse Practitioner, Leadership in Health Care Systems, or Neonatal Nurse Practitioner; and a Doctor of Physical Therapy.

VISION/MISSION/VALUES/GOALS

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman School for Health Professions embraces the following vision, mission, values, and goals.

Vision

Our vision is to be nationally recognized for delivering innovative programs that prepare socially responsible, capable leaders for the advancement of health care.

Mission

Our mission is to educate men and women as leaders committed to excellence within health care professions.

Values

We hold the following core values:

- Integrity—Honesty, fairness, respect for individual worth
- Quality—Excellence, ability, reputation
- Initiative—Purpose, innovation, life-long learning
- Commitment—Justice, engagement, community
- Service—Spirituality, compassion, caring
- Leadership—Inspiration, collaboration, accomplishment

Goals

We commit ourselves to:

- Prepare professionals able to practice effectively in the changing health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences.
- Provide educational opportunities that facilitate learning, critical thinking and effective communication.
- Promote a student-centered learning environment that respects the unique needs of the individual.
- Cultivate the development of leadership skills in service of others.
- Collaborate with the broader community to meet current and anticipated health care needs.
- Foster respect for human diversity.

DEPARTMENT OF HEALTH CARE ETHICS

Within the Rueckert-Hartman School for Health Professions all degree programs include a requirement for a course in health care ethics. The Department of Health Care Ethics was established to address that expectation. At the undergraduate level, the department offers a general course in health care ethics that attracts students from many majors. The department also offers program specific courses for the RNs returning for a BSN degree and for students focusing on careers in health care management. Graduate level courses are designed to meet the needs of specific programs. Currently, the department does not offer a major or a minor.

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION AND MANAGEMENT (HSAM)

The Department of Health Services Administration and Management houses undergraduate programs in Health Care Administration and Health Information Management, a post-baccalaureate certificate program in Health Information Management, and graduate programs in Health Services Administration and Clinical Leadership for Physicians Assistants. All course work is offered in an alternating weekend, accelerated format with curricula designed to reflect principles of adult learning. Designated courses are available as electives to students in other majors.

Bachelor of Science in Health Care Administration (HCA)

The Bachelor of Science in Health Care Administration degree was approved in September 1993. The first classes for this degree began in Spring of 1994. The program prepares students for a variety of technical, managerial and consultative roles in the health care industry. Settings may include hospitals, nursing homes, ambulatory facilities, clinics, government agencies, computer firms, service agencies and educational institutions. The curriculum combines classroom learning with a clinical internship that features on-the-job supervised experience in an approved health care facility. Most courses are cross listed with the Health Information Management program as an effective and efficient way of bringing health care professionals together to share ideas and promote collaboration.

Bachelor of Science/Certificate in Health Information Management (HIM)

The Health Information Management degree has been offered at Regis University since the fall of 1980. The name was changed from Health Records Information Management to its current name to reflect the expanding role in the professional field. The curriculum incorporates a minor in Health Care Administration. The HIM program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The HIM program has a certificate option for students who have already earned a baccalaureate degree. In addition to earning the Bachelor of Science degree or completing the certificate option in HIM, graduates are eligible to apply to write the national qualifying examination for certification as a Registered Health Information Administrator (RHIA).

Master of Science in Clinical Leadership for Physician Assistants (CLP)

The Master of Science degree in Clinical Leadership for Physician Assistants was approved in Spring 2002. The program offers a Master of Science degree specifically designed for bachelor's prepared physician assistants who are either licensed to practice as a physician assistant or are in the final year of study for completion of physician assistant course work.

Since the 1960's, physician assistants (PAs) have been influencing the way health care is delivered in this country. Although the profession is only 30 years old-relatively young in comparison to some other health professions-PAs have become a major part of the U.S. health care system. With over half of the nations practicing PAs specializing in primary care, they have a lot to contribute to the current health care system. Since many PAs practice in physician offices, often in rural areas, this program provides course work that assists PAs in taking a leadership role in a physician practice. The program is offered in an accelerated, every-other-weekend format and can be completed in fifteen to eighteen (15 to 18) months.

Master of Science in Health Services Administration (HSA)

The Master of Science degree in Health Services Administration was approved in January of 1999 and the first class was admit-

ted in October 1999. The innovative advanced practice model recognizes prior learning based on an undergraduate foundation in health care management and/or prior health care management experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in finance and accounting, operations, quality, and technology management. This allows for a shorter but more in-depth preparation of students. Courses make extensive use of case studies and applied projects. Special topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise, preparing students for a wide range of administrative positions. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry. The program is offered in an accelerated, every-other-weekend format and can be completed in eighteen (18) months.

LORETTO HEIGHTS DEPARTMENT OF NURSING

Regis University adopted and integrated the Bachelor of Science in Nursing degree when Loretto Heights College closed in May 1988. The Colorado State Board of Nursing first approved the program at Loretto Heights in 1948, the year it was established at that college. In 1952, the National League for Nursing (NLN) accredited the College's program. That accreditation was transferred to Regis University when the program moved. In 1991, a graduate program in Nursing was established. In 1993, the National League for Nursing (NLN) renewed the undergraduate accreditation and granted full five-year initial accreditation to the Master of Science in Nursing program. In 1999, both the National League for Nursing Accreditation Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) visited the Department of Nursing and granted full, continuing accreditation to the undergraduate and graduate nursing programs. In 2002, the Loretto Heights Department of Nursing decided to maintain a single accreditation—CCNE/AACN—and discontinued accreditation with NLNAC.

The nursing curriculum is designed to educate students in the art and science of nursing. Leadership skill development is promoted with a special emphasis on developing critical thinking, ethical decision making, and a commitment to social justice.

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) is available in several formats. The undergraduate nursing program serves both traditional-aged and adult students in a daytime program. An accelerated schedule option is also available to serve the adult with a previous non-nursing baccalaureate degree who desires a degree in nursing. A worksite option, in partnership with health care agencies in the community, offers the undergraduate nursing program to employees of the health care agencies who wish to pursue a BSN degree. The Bachelor of Science in Nursing Connecting Healthcare Occupations with Innovative Curriculum and Experience (CHOICE-BSN) program offers the undergraduate nursing program in a variety of settings with flexible schedules accommodating individuals

who work in health care. An Outreach BSN is currently being offered in Steamboat Springs, Colorado. Course work is also offered to the registered nurse (RN) who wishes to earn a baccalaureate degree. This course work is delivered on an evening schedule at the Lowell Campus and online.

Master of Science in Nursing (MS)

The Master of Science in Nursing degree began in January 1991 in an every-other-weekend format. The first specialization, Nursing Administration, was developed to prepare nurses for mid-level and upper management positions. In 1998 the Loretto Heights Department of Nursing reorganized the curriculum extensively and changed the name of the specialization to Leadership in Health Care Systems. This specialization is now offered in a one-evening-per-week format as well as online. Master's students in Leadership in Health Care Systems may choose either a Nursing Management or a Nursing Education focus. In fall of 1994, the graduate program added a specialization designed to prepare nurses for the role of Family Nurse Practitioner (FNP). The FNP specialization is offered in an every-other-weekend format. In the fall of 1997, three special educational options for nurse practitioners were added to the graduate program in Nursing. In 2004 a Neonatal Nurse Practitioner (NNP) specialization was added. Post-master's certificates in Dermatology, FNP, and NNP are also offered.

DEPARTMENT OF PHYSICAL THERAPY

The Department of Physical Therapy offers a Doctor of Physical Therapy (DPT) degree through two options: a professional-entry doctoral program (DPT) and a post-professional (transition) entry doctoral program (tDPT). The physical therapy professional entry program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

In addition, the Department offers an undergraduate minor in Exercise Science. Refer to the Regis College section of this *Bulletin* for additional information on the Exercise Science minor.

Doctor of Physical Therapy (DPT)

The professional-entry doctoral program (DPT) is a full-time program three (3) calendar years in length (eight [8] semesters), with a new class starting in August of each year. It is designed for students who want to become physical therapists. Upon successful completion of the program, graduates receive a doctoral degree, which prepares them to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century. Graduation requirements include completion of a research project and a capstone portfolio.

The post-professional (transition) doctoral program (tDPT) is designed for practicing physical therapists who seek to advance their professional education and enhance their clinical skills. This program is offered primarily through online delivery with on-campus weekend intensives required three to four (3-4) times during the program. Degree requirements for this program vary depending

on the student's entry-level physical therapy degree. All students are required to complete a capstone portfolio prior to graduation.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate or graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and the academic advisor and/or Department Director.

The Degree Plan specifies the amount of time during which the requirements for a particular degree should be completed. This period is determined by the Rueckert-Hartman School for Health Professions (RHSHP) undergraduate and graduate programs. The Health Care Administration program, Health Information Management program, Bachelor of Science in Nursing, Master of Science in Nursing, Master of Science in Health Services Administration, and Master of Science in Clinical Leadership for Physician Assistants allow five (5) years (60 months) to complete degree requirements from the date the student signs the Degree Plan. The professional entry Doctor of Physical Therapy program allows four (4) years (48 months) to complete degree requirements from the date the student signs the Degree Plan. The Transition Doctor of Physical Therapy program allows three to five (3-5) years depending on the prior entry-level physical therapy degree of the student.

During that period, students are permitted to benefit from changes such as transfer credit policy changes; however, they are not affected by degree requirement changes that were implemented since the Degree Plan activation (date of student's signature). If the Degree Plan expires before the student has completed degree requirements, the student must sign a new Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

COMMUNICATION

To facilitate communication at Regis University, all students, faculty, and staff of the Rueckert-Hartman School for Health Professions are required to have a RegisNet email account. Messages from the University, School, and individual departments will ONLY be sent to Regis email addresses. Students can request an account at <http://webadvisor.regis.edu>.

INTERNATIONAL STUDENTS

Admission Requirements

All international students seeking admission to the Rueckert-Hartman School for Health Professions should check directly with the RHSHP Office of Admissions.

All international students must complete the general admission requirements for the program of interest and also the following requirements:

- 1 If English is not the native/first language, the applicant must submit an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 213 (computer-based), or complete ELS Language Centers level 109-Academic. Level 109-Academic must be completed within one (1) year prior to acceptance.
- 2 Complete a personal interview with an admissions representative.
- 3 Submit to the RSHSP Office of Admissions documentation of financial ability to pay one (1) year's expenses, including tuition, fees, living expenses, etc. and demonstrate adequate coverage for health insurance in the United States. An I-20 cannot be issued until after the student has been admitted by the University and an academic program.
- 4 Additional English instruction may be required on or after admission to the Rueckert-Hartman School for Health Professions to ensure success in completing program course work.
- 5 To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended, or, in cases in which application deadlines are in effect, four (4) weeks before the application deadline. Applications received later than four (4) weeks may not be processed in time and may have to be held for the following academic period.

NOTE: All documents submitted during the admissions process become the property of Regis University.

APPEALS OF DISPUTED GRADES

All grade appeals must be initiated within the first four (4) weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if students wish to protest a grade received in a course.

- 1 The student first contacts the instructor and reviews the issues. If the grade remains in dispute the student should follow step 2.
- 2 The student contacts the appropriate Department Director and, in writing, protests the disputed grade. The Department Director then follows either step "a" or step "b", depending upon the circumstances.
 - a. *If the grade in dispute does not affect the student's ability to progress in the program, the following procedure applies:*

Both the student and the instructor submit written statements explaining the issue to the appropriate Department Director. The Department Director reviews all the documentation submitted to determine the validity

of the challenge. The Department Director contacts the student and instructor to schedule an appointment, if necessary. The Department Director may choose to seek additional information from other sources, if indicated by the circumstances. The Department Director makes a decision about the disputed grade and conveys that decision in writing to the student and instructor. If either party wishes to contest the Department Director's decision, step 3 should be followed.

- b. *If the grade in dispute prevents the student from progressing in the program, the following procedure applies:*

The Department Director arranges for a committee of three faculty members to review the case. The student and the instructor each appoint one of the three committee members. The third committee member is chosen by the other two committee members. The Department Director participates as an ex officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually a written statement from each party that the other party can review and respond to in writing.) Oral presentations to the committee are sometimes useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends a solution to the Department Director, who notifies the student and the instructor of the decision in writing. If either party wishes to further contest the committee's solution, step 3 should be followed.

The dissatisfied party appeals to the Academic Dean of the Rueckert-Hartman School for Health Professions within two (2) weeks of receipt of the decision or solution. The Academic Dean reviews the proceedings to date, obtains any new information deemed appropriate and makes the final determination. The Academic Dean notifies all parties in writing of the final decision.

ACADEMIC DISHONESTY POLICY

The Rueckert-Hartman School for Health Professions is committed to the highest standards of academic integrity. Thus, sanctions may be imposed for actions deemed dishonest. A description of types of academic dishonesty is provided in the General Information section of this *Bulletin*. Specific policies and procedures for addressing incidents of academic dishonesty are delineated in the departmental handbooks and/or course syllabi. If an incident of academic dishonesty is egregious or if it involves repeated dishonesty, the procedures for disciplinary expulsion may be followed.

DISCIPLINARY EXPULSION

All Rueckert-Hartman School for Health Professions students are bound by the provisions of the *Regis University Student Handbook*, the *Regis University Bulletin*, and the appropriate RSHSP program handbook, including, but not limited to, the Standards of Conduct and general University policies and regula-

tion. Copies of the *Student Handbook* may be obtained in the Office of Student Life located in the Student Center or accessed online at www.regis.edu/currentstudents/RHSHP.

Procedures for reviewing incidents of academic dishonesty are outlined in the General Information section of this *Bulletin*. Procedures for reviewing violations of the University's Standards of Conduct are outlined in the *Student Handbook*. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to expulsion from the program, as set forth below. The Academic Dean of the Rueckert-Hartman School for Health Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

- A pattern of unsafe clinical performance.
- Any action of omission or commission that results in serious injury or harm to another.
- Disrespectful, abusive or dishonest interaction with patients, families, staff, faculty or peers.
- Violation of a client's right to confidentiality.
- Performance of a criminal act.
- Abuse of drugs or illegal use or possession of controlled substances.
- Failure to follow the policies and procedures of the clinical agency.
- Academic dishonesty or plagiarism.
- Manipulation, alteration, removal or destruction of other student/faculty/University/clinical faculty materials and/or equipment.
- Unauthorized use of Regis University or clinical agency equipment inclusive of computer accounts and files.
- Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.
- Other prohibited conduct as defined by Regis University, the Rueckert-Hartman School for Health Professions and the department or program.
- Other conduct or behavior that is unprofessional or unsafe as determined by the discretion of the School.

The faculty member and/or responsible supervisor making the initial judgment that a situation of unsafe behavior or unprofessional conduct in a clinical or academic setting exists shall inform the student of the charges against him/her and notify the appropriate Department Director or designee. If in the judgment of the faculty member and/or responsible supervisor the nature of the conduct or behavior warrants, the student may be suspended from the classroom or clinical area until the review process has been completed.

Following a preliminary review of the evidence available in a case, the Department Director or designee shall schedule a hearing with the student to review the charges. If the student fails to appear at the hearing and the failure of appearance is not excused by the Department Director, the charges shall be deemed to be unchallenged and the student shall be deemed to have waived the right to

a hearing. In such case the Department Director may proceed to apply such sanctions as the Department Director deems appropriate.

At the hearing, the Department Director or designee shall:

- 1 Provide the student with copies of all written reports regarding the circumstances and facts of the case. The student shall have an opportunity to give his/her reactions to the reports and to offer any additional information relevant to resolving the case.
- 2 Interview involved parties, including the student, about the facts of the case, including the student. The student shall have the right to hear any testimony related to the case that may adversely affect him/her and to question persons giving such testimony.
- 3 Allow the student to present witnesses on his/her own behalf and to be accompanied by one advisor who is not a party to the case. Such advisors must be members of the Regis University faculty or full-time staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the Department Director or designee shall make a determination of the facts of the case and sanctions if appropriate. Sanction options include, but are not limited to, expulsion or suspension from the program, probation, warnings, or failure of a course.

Notification of the results of the review by the Department Director or designee shall be provided in writing by regular mail to the student's last known address as identified in the records of the University and to the Academic Dean of the Rueckert-Hartman School for Health Professions.

The student shall have three (3) working days from receipt of the letter to appeal the decision of the Department Director to the Academic Dean. Notification of the results of the review by the Academic Dean shall be provided in writing by mail to the student with a copy to the Department Director or designee. The decision of the Academic Dean is final.

ACADEMIC STANDING AND PENALTIES

Undergraduate Programs

Good Standing

Students at Regis University must maintain at least a 2.000 ("C") cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. A grade of "C-" or higher is required for upper division courses in the major or minor area to be counted as work toward the major or minor. A grade of "C-" or higher is required by some departments for lower division major courses to be counted as work toward the major or minor.

NOTE: The Loretto Heights Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher in all nursing major courses.

A grade of "D" in other courses indicates an academic deficiency; however, those course hours may apply toward graduation.

Warning

Undergraduate Traditional Option Nursing students whose semester graduate point average falls below a 2.000 but whose cumulative grade point average remains above a 2.000, are placed on academic warning. Although academic warning indicates an academic deficiency, it is not as severe as academic probation and is not indicated on the student's permanent academic record (transcript).

Probation

Students with a cumulative grade point average below a 2.000 are placed on academic probation. During the next semester of enrollment, the School expects students to raise their cumulative grade point average to a minimum of 2.000. In some instances, the Academic Advisor, in consultation with the Department Director, establishes additional conditions that students must meet within a specified period of time. Failure to raise the cumulative grade point average or meet any of the specified conditions may result in suspension. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally a student's Regis University cumulative grade point average is so low that it is almost mathematically impossible for the student to raise it to a 2.000 in one semester. In that situation, the Department Director may enter into an agreement with the student to permit the student to earn a provisional grade point average for the semester. This agreed upon grade point average is set within a range that is a fair and reasonable expectation for the student in question. If the provisional grade point average is earned for the semester but the student's cumulative grade point average remains below a 2.000, the student may be awarded the status of Probation Continued. If the agreed upon grade point average is not achieved, the student may be suspended.

Academic Suspension

Undergraduate students in the Rueckert-Hartman School for Health Professions who have been placed on academic probation and do not achieve a cumulative grade point average of 2.000 or meet those conditions established during their probation are, under ordinary circumstances, suspended. This renders students ineligible to return to Regis University for a period of twelve (12) months.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After one (1) year, students may reapply for admission by submitting to the appropriate program: 1) a letter requesting readmission, explaining the causes of the earlier academic difficulties and

describing how the student has overcome those difficulties; and 2) an official transcript showing at least twelve (12) semester hours (or equivalent quarter hours) of acceptable academic course work completed at another regionally accredited college or university.

Master's Programs

Academic Probation

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000.

Academic Suspension

Students who fail to raise the cumulative grade point average to 3.000 are suspended from the program. In addition, students who receive a grade of "C" in two (2) courses at the 600-level are subject to academic review and may be suspended from the program. Suspension may be appealed to the Department Director.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

Doctoral Students

Students are notified of a change in academic status by a certified letter from the Department Director, but failure to provide or receive the notice does not invalidate the action taken.

Academic Probation

If a student's cumulative grade point average falls below 3.000, the student is placed on academic probation. A student is allowed a maximum of two (2) probation periods during the length of the program. However, it is a department expectation that the student will make every effort to raise his/her cumulative grade point average to 3.000 by the end of the next semester in order to return to good academic standing. In addition, if a student fails a clinical rotation, he/she is also placed on academic probation. A student on academic probation is not allowed to participate in clinical education rotations. Academic Probation is noted on the permanent academic record (transcript).

Academic Suspension

A student is suspended from the Doctor of Physical Therapy program if he/she fails to complete necessary remediation to a satisfactory level in the subsequent semester of receiving a "C" or "C-". A student who receives a grade lower than a "C-" in a course is suspended from the program. In addition, if a student's cumulative grade point average is less than 3.000 for more than two (2) semesters he/she is suspended from the program. Academic suspension renders the student ineligible to participate in Physical Therapy Department academic activities including academic

course work, clinical course work, and project course work for the remaining sequence of course offerings with the student's respective class. The student may apply for consideration of readmission to the program for the following academic year. Academic Suspension is noted on the permanent academic record (transcript).

ACADEMIC DISMISSAL

Academic dismissal is action taken by the Department and Regis University that renders a student ineligible to return to Regis University for any program of study. For this action to be taken a student must have been suspended for academic reasons, been readmitted to the Program on academic probation, and subsequently failed to achieve the required cumulative grade point average. Academic dismissal is recorded on the permanent academic record (transcript).

ACADEMIC SUSPENSION/DISMISSAL APPEAL PROCEDURE

Upon being notified by letter of suspension or dismissal, students who wish to appeal the decision should do the following:

- 1 Write a letter to the Department Director of the appropriate department stating:
 - The student's honest and straight-forward assessment of how the academic problems came about.
 - Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - Why the student should not be suspended from the program or dismissed from the University.
 - Some indication that the student is ready to continue serious academic work.
 - The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
- 2 Submit the letter by the deadline stated in the letter of suspension or dismissal.
- 3 Contact the advisor, faculty member, doctors, etc. to discuss the case. Any supporting statements from them must be received by the same deadline.

The Department Director is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at Regis University.

The Department Director reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The Department Director notifies the student in writing of the decision regarding the student's appeal.

Suspension Final Appeal Procedure

All decisions regarding a student's suspension or dismissal may be appealed in writing to the Academic Dean, Rueckert-Hartman School for Health Professions. The Academic Dean may require a personal interview with the student before a decision is reached. The decision of the Academic Dean is final.

RUECKERT-HARTMAN SCHOOL FOR HEALTH PROFESSIONS EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

A date is designated in the University Calendar for obtaining financial clearance. Information regarding the financial clearance process is mailed to traditional students in advance of clearance dates. There is a fee for late clearance. Students who complete preregistration—but do not complete financial clearance—have their courses dropped. For additional information, students should contact Enrollment Services at 1-800-388-2366 Ext. 4126 or 303-458-4126.

Information regarding payment of charges is located under the "Tuition, Fees, Room and Board Charges" heading in the General Information section of this *Bulletin*.

UNDERGRADUATE PROGRAMS

Charges for the 2005-2006 Academic Year

Bachelor of Science Degree in HCA and HIM

Tuition (per semester hour)	\$278
Online Course Tuition (per semester hour)	\$300
Application Fee	\$40
Liability Insurance Fee (Junior/Senior per year)	\$65

Additional specific course fees may exist that are not listed.

Bachelor of Science in Nursing Degree

Charges are per semester, unless otherwise noted.

Traditional Nursing Program

Full-time Tuition	\$11,750
Part-time Tuition (per semester hour)	\$734
Application Fee	\$40
Student Activity Fee Full-time*	\$100
Student Activity Fee Part-time*	\$70
Liability Insurance Fee (Junior and Senior per year)	\$115
Nursing Laboratory Fee (one-time fee; Junior year)	\$125
Nursing Testing Fee	\$294
Orientation Fee (one-time fee for new students)	\$150

Science Laboratory Fee	\$125
Late Clearance Fee (per semester)	\$100

Additional specific course fees may exist that are not listed.

* Determined by the Student Executive Board; subject to change.

Accelerated Nursing Program (tuition increases effective on January 1, 2006).

Tuition (per semester hour)	\$465
Application Fee	\$40
Liability Insurance Fee (billed twice)	\$115
Laboratory Fee	\$125
Nursing Testing Fee	\$294

Worksite BSN Program

Tuition (per semester hour)	\$465
Tuition Non-Nursing Courses	\$278
Application Fee	\$40
Nursing Laboratory Fee (one-time fee)	\$125
Liability Insurance Fee (Junior and Senior year)	\$115
Nursing Testing Fee	\$294

CHOICE BSN Program

Tuition (per semester hour)	\$465
Tuition Non-Nursing Courses	\$278
Application Fee	\$40
Nursing Laboratory Fee (one-time fee)	\$125
Liability Insurance Fee (Junior and Senior year)	\$115
Nursing Testing Fee	\$294

Outreach BSN Program

Tuition (per semester hour)	\$465
Tuition Non-Nursing Courses	\$278
Application Fee	\$40
Nursing Laboratory Fee (one-time fee)	\$125
Liability Insurance Fee (Junior and Senior year)	\$115
Nursing Testing Fee	\$294

RN-to-BSN Program

Classroom-based Tuition (per semester hour)	\$278
Online Course Tuition (per semester hour)	\$300
Application Fee	\$40
Liability Insurance Fee (billed twice)	\$110

PT 601 Anatomy	\$486
PT 601 Lab Fees	\$150
Application Fee	\$75

Master of Science Degree in Health Services Administration

Classroom-Based Tuition (per semester hour)	\$330
Online Course Tuition (per semester hour)	\$348
Application Fee	\$75

Master of Science Degree in Nursing

Classroom-Based Tuition (per semester hour)	\$330
Online Course Tuition (per semester hour)	\$348
Application Fee	\$75
Liability Insurance Fee (per year) [Leadership in Health Care Systems]	\$110
Liability Insurance Fee (per year) [Family Nurse Practitioner and Neonatal Nurse Practitioner]	\$390
Laboratory Fee (Family Nurse Practitioner and Neonatal Nurse Practitioner only)	\$125
Comprehensive Learning Module Evaluation Fee (online only)	\$114

Doctor of Physical Therapy

Tuition (per semester hour)	\$534
PT 601 Anatomy (PA students)	\$486
PT 601 Lab Fee	\$150
Application Fee	\$75
Laboratory Fee (per year)	\$150
Liability Insurance Fee (per year)	\$270

Transition Doctor of Physical Therapy

Online Course Tuition (per semester hour)	\$348
Application Fee	\$75

GRADUATE PROGRAMS

Master of Science Degree in Clinical Leadership for Physician Assistants

Classroom-Based Tuition (per semester hour)	\$330
Online Course Tuition (per semester hour)	\$348

ACADEMIC INFORMATION - UNDERGRADUATE PROGRAMS

UNDERGRADUATE CORE STUDIES AND GENERAL DEGREE REQUIREMENTS

Unless otherwise indicated in this section, policies included in the General Information section of this *Bulletin* apply to the Rueckert-Hartman School for Health Professions.

The Liberal Arts Core requirements vary somewhat among the three (3) major academic units of the University. In undergraduate programs offered by Regis College, the School for Professional Studies and the Rueckert-Hartman School for Health Professions, some of the Core requirements may be met by courses considered prerequisites for a specific major. The Core requirements for students in undergraduate programs offered by the Rueckert-Hartman School for Health Professions are as follows.

Core Studies Requirements	44 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	14 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	12 SH

NOTE: At least one of the courses used to meet the above requirements must have a non-U.S. focus.

Undergraduate General Degree Requirements

In addition to completion of the Core studies, major, minor (if required) and elective areas, each undergraduate degree candidate must also satisfy each of the following requirements:

- 1 Completion of 128 semester hours of academic course work.
- 2 No course in which the candidate has received less than a "C-" grade is acceptable for credit in major or minor areas. The Loretto Heights Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher for all courses in the major.
- 3 A minimum of thirty (30) graded semester hours must be taken at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or exams).
- 4 Once a student enrolls at Regis University, all upper division course work in the major must be completed at Regis. Students may use CLEP, Portfolio and Regis University Credit-by-Exam to earn credit.

COURSE LOAD

HCA/HIM: the normal academic load should not exceed nine (9) semester hours per ten (10) week academic period or a total of eighteen (18) semester hours per semester.

Nursing: The average course load is fifteen to eighteen (15-18) semester hours for Traditional Option students; twelve to fifteen (12-15) semester hours for Accelerated and Worksite Option students; and three to six (3-6) semester hours each 8-week or 10-week academic period or a total of six to twelve (6-12) semester hours per semester for RN-to-BSN Degree Completion Option students.

COURSE OVERLOAD

HCA/HIM: The normal academic load should not exceed nine (9) semester hours per ten (10) week academic period or eighteen (18) semester hours per semester. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of Incomplete are eligible to apply for an overload. Students wishing to exceed this maximum academic load must submit a formal written request for overload to the Department Director at least one (1) week prior to the beginning of the ten (10) week academic period.

Nursing: The normal academic load in the Traditional Nursing Program should not exceed eighteen (18) semester hours per semester. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of Incomplete are allowed to carry an overload. Permission to carry nineteen (19) or more semester hours must come from the Department Director or designee. A written request for overload should be submitted at least one (1) week prior to the beginning of the semester.

CREDIT FOR PRIOR LEARNING ASSESSMENT

Students who have work experience as an adult may be eligible for undergraduate credit through Prior Learning Assessment. The procedure is as follows:

- 1 Students write a letter outlining their work experience and submit it to their Academic Advisor for approval.
- 2 If approved, the Academic Advisor submits the request to the Faculty Chair of Prior Learning Assessment, School for Professional Studies.
- 3 If it is decided by the Faculty Chair of Prior Learning Assessment and the student that portfolio is a viable option, the Faculty Chair approves and forwards all paperwork to the Academic Dean, RHSHP.
- 4 If approved by the Academic Dean, RHSHP, the student enrolls in ED 202—Prior Learning Assessment, a three-credit portfolio preparation seminar.

- 5 With the assistance of the student's Academic Advisor, the Faculty Chair of Prior Learning Assessment and the student identify courses for the portfolio that fit into the Degree Plan.
- 6 Students wishing to major in programs offered by RHSHP must complete all courses in the major through RHSHP. Courses in the major may not be completed through Prior Learning Assessment.
- 7 Courses in the Core, prerequisite courses and general electives may be completed through Prior Learning Assessment.
- 8 Students continue the Prior Learning Assessment process and, if successful, receive academic credit.
- 9 RN-to-BSN students receive credit for prior learning through the Colorado Articulation Agreement. (Students should refer to the Articulation Model brochure, available from the Rueckert-Hartman School for Health Professions Office of Admissions for restrictions that may apply).

REGISTRATION

Registration can be completed by phone, fax, mail, online using WebAdvisor, or in person. Details by program are provided below.

Registration Phone Numbers: (303) 458-4126 or 1-800-388-2366 Ext. 4126. Registration fax Number: 303-964-5449.

WebAdvisor requires use of the student's RegisNET account and is accessed from the Regis University homepage at www.regis.edu.

Procedure

HCA/HIM: Registration is available by phone, fax, mail or in person through Enrollment Services – Registrar. Registration is also available online through WebAdvisor.

Traditional Nursing: Registration for the Traditional Nursing Option follows the same policies described for Regis College undergraduate students.

RN-to-BSN (classroom-based), Accelerated, and Worksite, CHOICE, and Outreach Nursing Options: Students must register a week prior to the first day of class. Registration is available online through WebAdvisor. Registration is also available by phone, fax, mail or in person through Enrollment Services – Registrar.

Online Nursing Program: Registration for the RN-to-BSN or MS online program must be completed by the Tuesday prior to the first day of class. Registration is available by phone, fax, or WebAdvisor for all courses except NR 690 courses. For NR 690E, F, G, or H, registration must be completed by telephone at 800-388-2366 Ext. 1652.

Add/Drop

HCA/HIM: Add/Drop may occur up to eight (8) days following the start of the academic period.

Nursing: Students in the Traditional, Accelerated, CHOICE, Outreach, and Worksite Options follow the same Add/Drop policies as those identified in the Regis College Undergraduate Program section. The Add/Drop period for the RN-to-BSN classroom-based option and all online nursing programs extends through the first week of class only. Following the Add/Drop period, questions about withdrawal from courses in the Online Program should be directed to the Online Nursing Program Assistant at 800-388-2366 Ext. 5269.

Add/Drop for all students except students in the Traditional Option may be completed by phone, fax, mail, in person through Enrollment Services – Registrar or online through WebAdvisor. Traditional students must contact their advisor.

Auditing a Course

HCA/HIM: Auditing is permitted only with the approval of the Department Director.

Nursing: Auditing of theory courses only is permitted in Nursing and requires prior approval of the Department Director.

DEAN'S LIST: UNDERGRADUATE TRADITIONAL, ACCELERATED, AND WORKSITE OPTIONS IN NURSING

Traditional degree-seeking students or students in the Accelerated or Worksite Nursing options who carry a semester load of fifteen (15) or more graded hours and who earn a minimum grade point average of 3.700 are placed on the Dean's List. Students who are required during the semester to take a Pass/No Pass course—and who carry twelve (12) or more graded hours with 3.700 semester grade point average and who earn a grade of Pass on the course—are eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

The Dean's List is posted for Traditional students fall and spring semesters and for Accelerated and Worksite Nursing students spring and summer semesters.

RUECKERT-HARTMAN SCHOOL FOR HEALTH PROFESSIONS NONDEGREE OFFERINGS

HEALTH CARE ETHICS

The Department of Health Care Ethics is dedicated to a three-fold mission of education, research, and service in health care ethics and health policy. The department serves the students and faculty of the Rueckert-Hartman School for Health Professions, as well as professionals from the regional health care community. Department faculty members are knowledgeable in clinical and organizational ethics, as well as in public policy issues related to health care. They are contributors to the national and international dialogue in health care ethics.

The Department's efforts are informed by two (2) primary values that are at the heart of the mission of RHSHP and its Jesuit heritage:

- Respect for the dignity of the person in community.
- Social justice in the allocation of resources in health care delivery.

The truly important ethical issues in today's health care are as likely to arise in the boardroom as the clinic. Professionals in the health care industry are faced with a range of complex issues and ethical dilemmas related to specific clinical situations, the conduct of health care organizations, and the demands of a professional role. The Department's two (2) primary values guide the education that faculty provide in preparing students for the ethical challenges they will face. Students are thereby encouraged to develop an informed understanding of their own moral foundations in an atmosphere of mutual support and encouragement, honoring the Regis University commitment to the questions "How ought we to live?"

Courses at both the graduate and undergraduate levels present a variety of classical and contemporary ethical perspectives along with models for ethical decision-making. Students explore a wide range of contemporary issues in bioethics, including those occurring at the beginning and end of life, dilemmas in everyday practice, and the many questions surrounding emerging health care technologies. They also consider ethical dilemmas that organizations often face including conflict of interest and public accountability.

Finally, students consider many of the challenges inherent in the health care policy arena including issues of social justice and the realities of limited health care resources. Students develop an enhanced sensitivity to the role of social, cultural, and faith-based influences in the delivery of health care.

HEALTH CARE ETHICS COURSE DESCRIPTIONS (HCE)

UNDERGRADUATE

HCE 430/430H/430R. HEALTH CARE ETHICS (3). Examines ethical dilemmas in health care and the decision making processes involved in clinical, professional and organizational ethics. Explores philosophical and faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Case studies and topics are analyzed to develop competence in moral reflection and ethical decision making with consideration of personal, professional and societal values. Cross listing: PL 447. NOTE: HCE 430H is for HCA and HIM students only. HCE 430R is for RN-to-BSN students only.

GRADUATE

HCE 600. LEADERSHIP AND ETHICS IN HEALTH SERVICES (3). Addresses advanced concepts in leadership development and practice including the dynamics of personal and organizational power, decision theory, systems thinking, organizational learning, change management, work force diversity, collaboration and mentorship. Explores contemporary ethical issues in health care leadership through applied case presentation, theory-based ethical analysis, and ethical decision making in both individual and group contexts.

HCE 604. ETHICS AND SOCIETY (3). Examines ethical and moral reasoning relevant to professional nursing practice and health care delivery in today's society. Explores philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Ethical issues are examined with emphasis on advanced practice nursing, leadership roles and models of health care delivery. Introduces skills in analyzing ethical dilemmas and evaluating ethical practice using ethical theory, moral argument, and case studies. Cross listing: NR 690E.

HCE 709. HEALTH CARE ETHICS FOR PHYSICAL THERAPISTS (3). Examines ethical and moral reasoning processes in health care. Explores philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies.

HCE 709T. LEADERSHIP AND ETHICS FOR PHYSICAL THERAPISTS (3). Examines ethical and moral reasoning processes in health care. Explores philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies.

RHSHP UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration (HCA) is offered through the Department of Health Services Administration and Management.

The HCA program combines liberal arts and an extensive professional core emphasizing the development of management and leadership skills for application in a variety of health care settings. The unique multi-disciplinary design of the curriculum places HCA students together with students from other health care disciplines in a combined classroom setting.

Health Care Administration offers a wide array of professional opportunities in many different health care settings including hospitals, clinics, managed care providers, insurance companies, commercial vendors and government agencies.

ADMISSION

- Students must submit an application to the program and pay the application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
- All applicants must complete a written essay as part of the application process. The essay addresses the applicant's reasons for choosing this degree and Regis University and is evaluated for evidence of satisfactory writing skills.
- The applicant must submit official transcripts from all colleges and universities attended.
- Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
- The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ESL Language Center's level 109-Academic within one (1) year prior to acceptance into the Program.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HCA Program, the Rueckert-Hartman School for Health Professions or Regis University.

• Students are admitted into the HCA Program, but may not take upper division HCA course work until the specific prerequisites of each course are met.

NOTE: All documents submitted during the application process become the property of Regis University.

HCA PROGRAM POLICIES

- A minimum of thirty (30) graded semester hours must be taken at Regis University.
- Transfer course work is evaluated on a course-by-course basis.
- All HCA classes are scheduled for weekends, except the internship.
- To graduate, students must have at least a 2.000 cumulative grade point average.
- Students are responsible for monitoring progress toward completion of degree requirements including meeting the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising assistance.
- Students enrolled in the HCA Program must complete the Regis Health History form and provide documentation of current immunization.

HCA GENERAL PROGRESSION POLICIES

In order for progression through the Health Care Administration Program to occur, students must meet the following progression policies:

- Students must earn a grade of "C-" or better in all HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one (1) time only with faculty recommendation and the approval of the Department Director. Students may repeat no more than two (2) courses.
- Students who earn a grade below a "C-" in more than two (2) HCA courses may not progress in the program.
- If a student has been granted one (1) or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION REQUIREMENTS

Total Degree Requirements

128 SH

A minimum of thirty-nine (39) semester hours of course work must be completed before beginning the major requirements.

Core Studies Requirements 44 SH

English Composition	3 SH
Introduction to Economics	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science Computer Literacy	14 SH
<i>Which must include:</i>	
HSC 250—Computer Concepts and Applications for Health Care Professionals	
MT 270—Introduction to Statistics	
Philosophy Elective	3 SH
HCE 430H—Health Care Ethics	3 SH
Religious Studies Electives	6 SH
Social Science/Economics	9 SH

NOTE: At least one (1) of the courses used to meet the Core Studies requirement must have a non-U.S. focus.

Department Requirements 6 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH

HCA Major Requirements 51 SH

HCA 380—Professional Communication in Health Care Settings	3 SH
HCA 408—Health Care Policy	3 SH
HCA 410—Health Care Delivery Systems	3 SH
HCA 412—Integrated Health Care Delivery Systems	3 SH
HCA 413—Fundamentals of Managed Care	3 SH
HCA 420—Marketing and Public Relations in Health Care Settings	3 SH
HCA 423—Legal Aspects of Health Services	3 SH
HCA 425—Quality Improvement in Health Care Settings	1-4 SH
HCA 428—Health Care Economics	3 SH
HCA 432—Leadership and Management in Health Care Settings	3 SH
HCA 450—Health Care Information Systems	3 SH
HCA 452—Human Resource Management in Health Care Settings	3 SH
HCA 460—Health Statistics and Research Methods	3 SH
HCA 464—Budget and Operations Management in Health Care Settings	3 SH
HCA 465—Health Care Finance	3 SH
HCA 480—Health Care Administration Capstone	3 SH
HCA 485—Administrative Internship	3-6 SH

Upper Division Electives 6 SH**General Electives** 21 SH

BACHELOR OF SCIENCE OR CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

The Health Information Management (HIM) program within the Department of Health Services Administration and Management is the only program of its kind offered in the Rocky Mountain region. The HIM program is fully accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM).

The HIM program provides a convenient and accessible educa-

tional opportunity to students seeking new career opportunities. The program combines liberal arts, basic sciences, business and professional courses, with a specialization on developing management skills and applying those skills in a variety of health information settings. The minor in Health Care Administration offers students a unique multi-disciplinary learning experience by joining HIM students with students from other health care disciplines in a combined classroom setting.

The health information professional is an integral member of the health care team, providing comprehensive information and information systems for patient care, administrative planning, professional education and research.

ADMISSION

- Students must submit an application to the program and pay the application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
- All applicants complete a written essay as part of the application process. The essay addresses the applicant's strengths, weaknesses and career goals and is evaluated for evidence of satisfactory writing skills.
- The applicant submits official transcripts from all colleges and universities attended.
- Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
- All prospective students must have an interview with the Department Director or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made.
- The applicant must demonstrate a minimum competence level in written English. Student with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete the ELS Language Center's level 109-Academic within one year prior to acceptance into the Program.
- Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Health Information Management Program, Rueckert-Hartman School for Health Professional or Regis University.
- Students are admitted into the HIM program, but may not take upper division HIM course work until the specific prerequisites of each course are met.

NOTE: All documents submitted during the application process become the property of Regis University.

HIM PROGRAM POLICIES

- HIM students may challenge (by exam) any junior-level professional course (HSC 310 through HIM 351) for which a challenge examination is available.
- A minimum of thirty (30) graded semester hours must be taken at Regis University.
- HIM students with a prior baccalaureate degree may choose the HIM Certificate Option. Completion of courses in this option qualifies students to take the national registration examination.
- All HIM classes except the directed practice and management practicum are scheduled for weekends.
- A minor in Health Care Administration is required for degree-seeking students. A specialization in Health Care Administration is required for the completion of the certificate option.
- To graduate, students must have at least a 2.000 cumulative grade point average.
- Students are responsible for monitoring progress toward completion of degree requirements including the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising and assistance.
- Students enrolled in the HIM Program must complete the Regis Health History form and provide documentation of current immunization.

HIM GENERAL PROGRESSION POLICIES

- In order for progression through the Health Information Management Program to occur, students must meet the following progression policies:
- Students must earn a grade of "C-" or better in all HIM and HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one (1) time only with faculty recommendation and the approval of the Department Director. Students may repeat no more than two (2) courses.
- Students who earn a grade below "C-" in more than two (2) HIM or HCA courses may not progress in the program.
- If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT REQUIREMENTS

Total Degree Requirements 128 SH

Core Studies Requirements 44 SH

English Composition 3 SH
 Literature/Humanities/ Oral and Written Communication 3 SH
 Natural Science/Mathematics/ Computer Science 14 SH

This must include:

Human Anatomy and Physiology I
 Human Anatomy and Physiology Laboratory I
 Human Anatomy and Physiology II
 Human Anatomy and Physiology Laboratory II
 Computer Literacy (HSC 250 or equivalent)*

Philosophy Elective 3 SH
 HCE 430H—Health Care Ethics 3 SH
 Religious Studies Electives 6 SH
 Social Science/Economics/Business 12 SH

* Completed within the last five (5) years.

NOTE: At least one (1) of the courses used to meet the Core Studies requirement must have a non-U.S. focus.

Departmental Requirements 12 SH

Upper Division Business/Computer Science Electives 6 SH
 AC 320A—Principles of Accounting I 3 SH
 HSC 310—Medical Terminology 3 SH

Professional Requirements 40 SH

NOTE: HIM students register for cross-listed courses with the HIM prefix.

HIM 313—Introduction to Health Information Management 3 SH
 HIM 320—Human Disease and Pharmacology 3 SH
 HIM 350—Disease Classification/Reimbursement Systems I 3 SH
 HIM 351—Disease Classification/Reimbursement Systems II 3 SH
 HIM 385—Directed Practice 2-3 SH
 HIM 410—Health Care Delivery Systems 3 SH
 HIM 423—Legal Aspects of Health Services 3 SH
 HIM 425—Quality Improvement in Health Care Settings 1-4 SH
 HIM 432—Leadership and Management in Health Care Settings 3 SH
 HIM 450—Health Care Information Systems 3 SH
 HIM 455—Health Information Resources Management 3 SH
 HIM 460—Health Statistics and Research Methods 3 SH
 HIM 480—Administration of Health Information Management Services 3 SH
 HIM 485—Management Practicum 2-3 SH

Health Care Administration Minor Requirements 12 SH

HCA 428—Health Care Economics 3 SH
 HCA 452—Human Resource Management in Health Care Settings 3 SH
 HCA 464—Budget and Operations Management in Health Care Settings 3 SH
 HCA 465—Health Care Finance 3 SH

General Electives 20 SH

HIM CERTIFICATE REQUIREMENTS

Total Certificate Requirements	66 SH
<i>Departmental Requirements</i>	<i>17 SH</i>
AC 320A—Principles of Accounting I	3 SH
BL 244—Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245—Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246—Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247—Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
HSC 310—Medical Terminology	3 SH
MT 270—Introduction to Statistics	3 SH
<i>Professional Requirements</i>	<i>40 SH</i>

NOTE: HIM students register for cross-listed courses with the HIM prefix.

HIM 313—Introduction to Health Information Management	3 SH
HIM 320—Human Disease and Pharmacology	3 SH
HIM 350—Disease Classification/Reimbursement Systems I	3 SH
HIM 351—Disease Classification/Reimbursement Systems II	3 SH
HIM 385—Directed Practice	2-3 SH
HIM 410—Health Care Delivery Systems	3 SH
HIM 423—Legal Aspects of Health Services	3 SH
HIM 425—Quality Improvement in Health Care Settings	1-4 SH
HIM 432—Leadership and Management in Health Care Settings	3 SH
HIM 450—Health Care Information Systems	3 SH
HIM 455—Health Information Resources Management	3 SH
HIM 460—Health Statistics and Research Methods	3 SH
HIM 480—Administration of Health Information Management Services	3 SH
HIM 485—Management Practicum	2-3 SH

Health Care Administration Requirements

HCA 452—Human Resource Management in Health Care Settings	3 SH
HCA 464—Budget and Operations Management in Health Care Settings	3 SH
HCA 465—Health Care Finance	3 SH

HEALTH CARE ADMINISTRATION COURSE DESCRIPTIONS (HCA)

HCA 380. PROFESSIONAL COMMUNICATION IN HEALTH CARE SETTINGS (3). Explores interpersonal and group communication processes emphasizing team work, group dynamics and interdepartmental relationships. Emphasizes effective communication skills for dealing with physicians, patients, families, and other internal and external parties. Develops a working knowledge of critical thinking and problem resolution skills.

HCA 408. HEALTH CARE POLICY (3). Focuses on health care policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change, as a result of public policy and politics. Examines public health care policy emphasizing its relationship and application to advanced practice nursing, leadership roles in management, and education and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. The policy

and business practices developed by hospitals and other private institutions are not included in the course objectives. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Permission of instructor. Cross listing: HSA 608 and NR 608.

HCA 410. HEALTH CARE DELIVERY SYSTEMS (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HIM 410 and HSA 610.

HCA 412. INTEGRATED HEALTH CARE DELIVERY SYSTEMS (3). Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access and cost. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements and institutional accreditation. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 612. NOTE: Recommended prerequisite HCA 410 or prior experience in health care.

HCA 413. FUNDAMENTALS OF MANAGED CARE (3). Introduces the history, philosophy, business principles and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management and utilization patterns. Examines issues related to regulatory requirements and national health policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 613. NOTE: Recommended prerequisite HCA 410 or prior experience in health care.

HCA 420. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3). Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and marketing strategy. Discusses media, public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 620.

HCA 423. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the inter-relationships between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management, and current medical/legal issues. Explores the use of health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of record issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 623, HIM 423 or HSA 623.

HCA 424. QUALITY TOOLS (3). Provides basic understanding and history of quality management theory in health care. Explores TQM principles and the use of specific tools to solve quality issues.

HCA 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1-4). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care and reimbursement. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. Examines decision making, patient management, and quality initiatives. Explores concepts and

strategies used in epidemiological studies. Discusses policy making at all levels. Additional emphasis on outcomes research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 624, HIM 425 or HSA 624.

HCA 428. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic microeconomic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 628.

HCA 430. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 630 or HSA 630.

HCA 432. LEADERSHIP AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Explores concepts of leadership and management functions and theories as they are applied in health care settings. Examines leadership versus management skills, team development, systems theory, organizational culture and the role of the middle manager. Cross listing: HIM 432.

HCA 450. HEALTH CARE INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): CS 200 or equivalent. Cross listing: HIM 450 or HSA 649.

HCA 452. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 652.

HCA 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HIM 460.

HCA 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HCA 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HCA 460. Student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): Majors only. Approval of Department Director. Cross listing: HIM 461.

HCA 464. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTINGS

(3). Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Cross listing: CLP 667 and HSA 667.

HCA 465. HEALTH CARE FINANCE (3). Introduces major topics in managerial finance essential for understanding how health care organizations acquire, manage and finance assets. Special topics include corporate compliance, master budgeting, capital requests, cash flow management, costing models and inventory. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Prerequisite(s): AC 320A recommended. Approval of academic advisor required. Cross listing: HSA 663.

HCA 480. HEALTH CARE ADMINISTRATION CAPSTONE (3). A comprehensive course designed to provide students with opportunities to apply multiple elements of other courses as related to the organization and administration of a health care facility. Emphasizes project management, operations analysis and planning, current topics, and career management. Prerequisite(s): All prior Health Care Administration course work or permission of instructor.

HCA 485. ADMINISTRATIVE INTERNSHIP (3-6). Provides the student an opportunity to observe and participate in management activities in a health care setting. Emphasizes ability to complete assigned projects, gain an overview of the facility, and participate in a wide variety of functions including budgeting, human resource management, project management and quality improvement activities. Prerequisite(s): Majors only. Liability insurance fee required.

HCA 490E-W. INDEPENDENT STUDY IN HEALTH CARE ADMINISTRATION (1-3).

Offers an opportunity for a focused course of study within a specific practice area of health care administration under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): All lower level Health Care Administration courses. Majors or minors only. Approval of Department Director required.

HEALTH INFORMATION MANAGEMENT COURSE DESCRIPTIONS (HIM)

HIM 313. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (3).

Emphasizes form, content and regulations impacting the health care record in the acute care setting. Explores legal reimbursement and computerized aspects of the health record as well as the functions and responsibilities of Health Information Services. Examines various health care delivery systems and health care practitioners.

HIM 320. HUMAN DISEASE AND PHARMACOLOGY (3). Provides an overview of disease processes, symptoms and etiology organized by body systems. Includes basic diagnostic tests, treatments and medications for common diseases along with basic pharmacologic principles.

HIM 350. DISEASE CLASSIFICATION/REIMBURSEMENT SYSTEMS I (3). Introduces the development and use of various disease classification systems and reimbursement regulations. Emphasizes ICD-9 coding and the diagnosis related groups (DRG) systems for inpatient reimbursement. Explores coding management issues. Discusses medications in conjunction with each body system and disease. Prerequisite(s): BL 244, BL 246 and HSC 310.

HIM 351. DISEASE CLASSIFICATION/REIMBURSEMENT SYSTEMS II (3). A continuation of HIM 350. Emphasizes CPT-4 coding and outpatient reimbursement systems. Explores coding management issues. Prerequisite(s): HIM 350.

HIM 385. DIRECTED PRACTICE (2-3). A clinical affiliation assigned no earlier than the end of the junior year. Provides an overview of department functions and improves skills through hands-on experience. Liability insurance fee required. NOTE: Students must document evidence of 120 clock hours of clinical activities.

HIM 410. HEALTH CARE DELIVERY SYSTEMS (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 410 and HSA 610.

HIM 423. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management, and current medical/legal issues. Explores the use of health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of record issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 623, HCA 423 or HSA 623.

HIM 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1-4). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care and reimbursement. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. Examines decision making, patient management, and quality initiatives. Explores concepts and strategies used in epidemiological studies. Discusses policy making at all levels. Additional emphasis on outcomes research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 624, HCA 425 or HSA 624.

HIM 432. LEADERSHIP AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Explores concepts of leadership and management functions and theories as they are applied in health care settings. Examines leadership versus management skills, team development, systems theory, organizational culture and the role of the middle manager. Cross listing: HCA 432.

HIM 450. HEALTH CARE INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Prerequisite(s): CS 200 or equivalent. Cross listing: HCA 450 or HSA 649.

HIM 455. HEALTH INFORMATION RESOURCE MANAGEMENT (3). Explores skills necessary to identify information needs and uses through techniques of data flow analysis, data mapping, and assessment of the continuum of data integrity. Presents highly technical topics in a format accessible for non-information technology professionals. Topics include current industry trends and the impact on health information man-

agers, technical elements of database structure and management, components of a comprehensive information management plan, including database inventory, data dictionary, data integrity, and data security. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): CS 200 or equivalent. Cross listing: HSA 655.

HIM 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HCA 460.

HIM 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HIM 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HIM 460. Student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): Majors only. Approval of Department Director. Cross listing: HCA 461.

HIM 480. ADMINISTRATION OF HEALTH INFORMATION MANAGEMENT SERVICES (3). Provides the student with opportunities to apply multiple elements from other courses as related to the organization and administration of a health information services department. Emphasizes project management, operation analysis and planning, current topics, emerging issues and career management. Prerequisite(s): All prior HIM course work or permission of instructor.

HIM 485. MANAGEMENT PRACTICUM (2-3). At the end of the senior year, students are assigned to health care facilities or other approved nontraditional health related environments. Emphasizes ability to act independently, complete assigned management projects, gain an overview of the department and its interrelatedness to the other units in the facility. Demonstration of management potential is expected. Liability insurance fee required.

HIM 490E-W. INDEPENDENT STUDY IN HEALTH INFORMATION MANAGEMENT (1-3). Offers an opportunity for a focused course of study with in a specific practice area of health information management under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): Senior standing. Majors only.

HEALTH SCIENCES COURSE DESCRIPTIONS (HSC)

HSC 250. COMPUTER CONCEPTS/APPLICATIONS FOR HEALTH CARE PROFESSIONALS (3). Explores basic theory and practical application of various software programs emphasizing applications typically utilized in health care settings including word processing, databases, spreadsheets, presentation packages and health care related Internet resources. Course is taught in a laboratory environment with extensive hands-on experience.

HSC 310. MEDICAL TERMINOLOGY (3). Provides an intensive study in the language used in the health care field. Includes the use of prefix, suffix and root words to identify, analyze, define and interpret medical terms. Emphasizes the correct construction, pronunciation, spelling and use of medical terminology, especially as applied in the interpretation of medical reports.

HSC 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Explores physiological, psychological, cultural, economic, political, sociological, and spiritual factors that influence women's health over the lifespan. Cross listing: PE 401 or WS 401.

BACHELOR OF SCIENCE IN NURSING

Within the framework of the mission and goals of the University, the undergraduate program in Nursing has as its dominant focus a holistic, individualized and humanistic approach to the individual, family, and community. The curriculum is organized to focus on critical thinking, ethical decision-making, and social responsibility. Upon successful completion of the undergraduate program, each graduate receives the Bachelor of Science in Nursing (BSN) degree, which prepares students for professional practice in a variety of health care agencies and for graduate study. Graduates are eligible to take the state board licensure examination in any state.

TRADITIONAL OPTION

The Traditional Undergraduate Nursing Option extends over four (4) academic years. The upper division nursing courses are based on the humanities, behavioral science, and natural science courses taken in the freshman and sophomore years. Clinical experiences and service learning augment classroom and nursing laboratory learning experiences. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year to repeat course work and reenter the sequence.

ACCELERATED OPTION

The Accelerated Undergraduate Nursing Option is designed to meet the needs of individuals who wish to make a career change. Students in the Accelerated Option complete their nursing course work in approximately twelve (12) months. Clinical experiences and service learning augment classroom and nursing laboratory learning experiences. To be accepted into this Option, students must have a previously earned non-nursing baccalaureate degree and have met the criteria for acceptance into the undergraduate program in Nursing, including completion of all necessary prerequisites. Since the Accelerated Option is intense and fast-paced, it is strongly recommended that students in this Option not be employed.

WORKSITE OPTION

The Worksite Undergraduate Nursing Option is designed to meet the needs of adults who are currently working in the health care environment. The Department of Nursing, in partnership with local health care agencies, provides the undergraduate nursing program "on-site" at participating partner health care agencies. Students in this option attend class one day per week in addition to clinical experiences. In addition, service learning augments classroom and nursing laboratory learning experiences. To be accepted into this option, students must meet both Regis University admission requirements, and the particular partner

agency's requirements. Certain restrictions apply for admission into the Worksite Option, and applicants are advised to consult with the Worksite admissions counselor. The length of time to complete the BSN degree in the Worksite Option varies from two to three (2-3) years.

CHOICE-BSN OPTION

The CHOICE-BSN Option (Connecting Health Occupations with Innovative Curriculum and Experience) provides health care professionals with the opportunity to pursue a nursing degree while maintaining full-time employment during the day. The program offers evening classes, with clinical rotations scheduled on the weekend. The program requirements remain the same as those for the Traditional Option, and prerequisite course requirements must be met prior to beginning the program. The program is completed within two (2) years (six [6] consecutive semesters). While this option is designed for health care professionals, applicants who do not currently work in the health care industry may apply, pending space availability.

OUTREACH OPTION

The Outreach Option is being offered to help meet the demands of the nursing shortage in rural areas in Colorado. Currently, the Outreach Option is being offered in Steamboat Springs. The program requirements remain the same as those for the Traditional Option, and prerequisite course requirements must be met prior to beginning the program. The program is completed within two (2) years six (6) consecutive semesters.

RN-TO-BSN OPTION

Acceptance into the undergraduate nursing BSN degree completion option requires a current RN license in the United States. One (1) year of experience in nursing practice as a Registered Nurse is recommended.

Course work in this option is provided in an eight (8) week accelerated format and delivered both online and in a classroom-based format. Practicum experiences and service learning augment classroom-based or online learning experiences. The length of time to complete the Bachelor of Science in Nursing degree depends upon the academic background of the individual RN student and generally takes sixteen to twenty-two (16-22) months.

All requirements for the Bachelor of Science in Nursing degree are completed through enrollment in Regis University classes, transfer credits, or examination. A minimum of thirty (30) semester hours must be completed through Regis University. The University grants credit by examination to individuals who have developed college-level knowledge outside the formal classroom situation and can successfully demonstrate the knowledge.

The Department of Nursing fully supports the Colorado Nursing Articulation Model. This model permits nurses who are graduates of associate degree or diploma programs to enter the program without testing and receive up to thirty-three (33) semester hours of credit for prior learning. Certain restrictions apply and appli-

cants are advised to consult with the RN-to-BSN Admissions Counselor.

Predominately two types of examinations are available for RN students to challenge selected lower division (freshman and sophomore level) courses. These include the College Level Examination Program (CLEP) tests and the Defense Activity for Non-Traditional Education Support (DANTES) tests. A third testing option is available for RN students to earn credit in anatomy and physiology, and microbiology by taking the National League for Nursing (NLN) exams.

The courses and sequences for RN students differ from those in the Traditional and Accelerated Options. Nevertheless, all Regis University Nursing students meet the same requirements and outcomes in order to earn the Bachelor of Science in Nursing degree.

ADMISSION

Traditional, Accelerated, Worksite, CHOICE-BSN and Outreach Nursing Options

Students who declare Nursing as a major when entering Regis University are assigned an Academic Advisor from the Nursing faculty and follow the Rueckert-Hartman School for Health Professions Core Studies requirements. Usually, during the first two (2) years, Traditional Option Nursing majors complete prerequisite course work through Regis College. Additionally, students are eligible to take Freshman Seminar (CCS 200) and Sophomore Seminar (CCS 300), both with a health care focus. Courses in the nursing major begin during the junior year for the Traditional Option and during the second module for Accelerated and Worksite students. However, students declaring undergraduate Nursing as a major are not guaranteed acceptance into the junior year of the Traditional Option unless they meet the specified admission criteria.

All applicants for admission are reviewed by the Nursing Student Affairs Committee. Students who meet the following minimum criteria are considered for acceptance into the Undergraduate Nursing program (Traditional, Accelerated, Worksite, CHOICE-BSN, or Outreach Options):

- A grade of "C-" (1.670) or better in all transfer prerequisite courses required for the major in Nursing.
- A minimum cumulative grade point average of 2.500 on a 4.000 scale.
- Ability to meet all the requirements for licensure and the physical, psychological and emotional standards established by the Colorado Nurse Practice Act and the State Board of Nursing.
- Submission of completed application with application fee. (A student who is enrolled at Regis University as a Freshman or Sophomore and who meets all the specified criteria is not required to submit and essay or pay an application fee).
- Minimum competence levels in both written English and

computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one (1) year prior to acceptance into the Program.

- The ability to become certified in CPR.
- A complete physical examination record indicating that the student is physically able to meet the objectives of the Undergraduate Nursing program, is appropriately immunized, and is free of communicable disease is required upon admission to the Undergraduate Nursing program. Students who have been accepted into the Program must have received the first two (2) of three (3) injections that provide immunization against Hepatitis prior to clinical activities. The third injection must be received at the appropriate time thereafter.
- Admission to the Worksite Option also requires successful completion of twelve (12) semester hours of college level course work and satisfaction of the individual eligibility requirements of the partner health care agencies.

SEAMLESS PROGRESSION POLICY

Regis University pre-nursing sophomores are eligible for seamless progression (without the need to reapply) into the Bachelor of Science in Nursing Traditional Option if they meet the following requirements:

- Cumulative grade point average of 3.000 or above.
- Grade of "C" or better in departmental requirements.
- Two (2) years of full-time study (four semesters) completed through Regis College.
- All four science requirements completed through Regis College.
- No more than nine (9) semester hours of coursework outstanding after completion of summer semester prior to progression into the Junior year. Outstanding courses can only include Religious Studies, Philosophy, and/or electives. All departmental requirements must be completed.
- Recommendation of primary academic advisor.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the Rueckert-Hartman School for Health Professions, or Regis University.

NOTE: All documents submitted during the application process become the property of Regis University.

RN-to-BSN Degree Completion Option

In accordance with the Colorado Nursing Articulation Model of 1991, applicants must be Registered Nurses (RN) with current RN licensure. Work experience as a RN prior to enrollment is highly recommended. RNs who earned an Associate Degree in Nursing or who graduated from a diploma program may articulate

into the RN-to-BSN Degree Completion Option without testing of prior nursing knowledge. Students should refer to the Articulation Model brochure, available from the Rueckert-Hartman School for Health Professions Office of Admissions, for restrictions that may apply.

Transfer students, whether licensed or unlicensed, who graduated from a nursing program more than three (3) years prior to admission must have a minimum of 1,000 hours of nursing work experience in the last three (3) years or have successfully completed a Colorado Council on Nursing Education (CCNE) approved refresher course.

All applicants for admission are reviewed by the Nursing Student Affairs Committee. Students who meet the following minimum criteria are considered for acceptance into the undergraduate RN-to-BSN degree completion program:

- Preliminary evaluation of transcripts. Credits are accepted in transfer with a grade of "C-" or better from regionally accredited schools as well as from approved testing programs (CLEP, DANTES, NLN) in accordance with established Regis University policies. The Department of Nursing undergraduate program requires a grade of "C" (2.000) or higher in all departmental prerequisites, upper division electives and nursing major requirement courses.
- Submission of completed application with application fee.
- Receipt of official transcripts from each school attended.
- Current Registered Nurse licensure in the state in which the applicant will do his or her practice.
- The ability to become certified in CPR.
- Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one (1) year prior to acceptance in the Program.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the Rueckert-Hartman School for Health Professions, or Regis University.

COMPUTER REQUIREMENTS

All students in the RN-to-BSN program online must have ready access to a computer system compliant with the RHSHS systems requirements and configuration for WebCT 4.0. Students should consult the Regis University website for further information at www.regis.edu/rhshspeccs.

BACHELOR OF SCIENCE IN NURSING REQUIREMENTS (Traditional, Accelerated, Worksite, CHOICE-BSN, and Outreach Options)

Total Degree Requirements	128 SH
<i>Core Studies Requirements</i>	21 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
<i>Departmental Requirements*</i>	31 SH
BL 244—Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245—Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246—Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247—Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
BL 254—Introduction to Medical Microbiology	3 SH
BL 255—Introduction to Microbiology Laboratory	1 SH
CH 206A—Chemistry for Health Related Sciences	3 SH
CH 207A—Chemistry for Health Related Sciences Laboratory	1 SH
MT 270—Introduction to Statistics	
or	
MT 274—Statistics for the Health Professional	3 SH
NR 350—Normal and Therapeutic Nutrition	3 SH
PY 250—General Psychology	3 SH
PY 459—Developmental Psychology: Child	3 SH
SO 200—Introduction to Sociology	3 SH
<i>Major Requirements</i>	57 SH
NR 407—Professional Nursing Seminar I	3 SH
NR 415—Health Assessment	3 SH
NR 436—Foundations of Nursing	5 SH
NR 438—Nursing Care of Adult and Older Adult I	5 SH
NR 439—Pharmacology	3 SH
NR 441—Nursing Care for the Childbearing Family	5 SH
NR 442—Nursing Care of Children and Their Families	5 SH
NR 460—Evidence-Based Practice in Nursing	3 SH
NR 466—Community Health Nursing	5 SH
NR 469—Leadership and Management in Nursing	2 SH
NR 471—Mental Health Nursing	5 SH
NR 476—Nursing Care of the Adult and Older Adult II	6 SH
NR 477—Professional Nursing Seminar II	3 SH
NR 485—Senior Nursing Practicum	4 SH
<i>Upper Division Electives</i>	6 SH
<i>General Electives</i>	13 SH

NOTE: At least one (1) course in the Core Studies or in the general electives must have a non-U.S. focus.

* The courses in the Departmental Requirements also meet the Rueckert-Hartman School for Health Professions Core Studies Requirements. A grade of "C" (2.000) or higher is required for all Departmental prerequisites, upper division electives, and Nursing major requirement courses.

Nursing Honors Requirements

Selected students in the Traditional Option who meet the qualifications for the Undergraduate Nursing Honors Program take the following courses:

NR 401—Nursing Honors Seminar I	1 SH
NR 402—Nursing Honors Seminar II	1 SH
NR 403—Nursing Honors Seminar III	1 SH
NR 460H—Honors Evidence-Based Practice in Nursing**	3 SH
NR 469H—Honors Leadership and Management in Nursing**	2 SH
Honors Project Clinical (completed in a course of the student's choice)***	4-6 SH

** Taken in lieu of NR 460 and NR 469.

*** An Honors designation (H) will be assigned to the clinical course in which the Honors project is completed.

RN-to-BSN REQUIREMENTS

Total Degree Requirements 128 SH

Core Studies Requirements 21 SH

English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Philosophy (HCE 430R—Health Care Ethics is required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH

Departmental Requirements 27 SH

BL 244—Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245—Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246—Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247—Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
BL 254—Introduction to Medical Microbiology	3 SH
BL 255—Introduction to Microbiology Laboratory	1 SH
MT 270—Introduction to Statistics	
or	
MT 274—Statistics for the Health Professional	3 SH
NR 350—Normal and Therapeutic Nutrition*	3 SH
PY 250—General Psychology	3 SH
PY 459—Developmental Psychology: Child	3 SH
SO 200—Introduction to Sociology	3 SH

*Lower Division Nursing** 30 SH

* 33 SH awarded for NR 350 and lower division nursing in accordance with the provisions of the Colorado Articulation Model.

Major Requirements

27 SH

NR 415R—Health Assessment	3 SH
NR 444—Professional Role Development	3 SH
NR 448—Updates in Clinical Care	3 SH
NR 455—Health Promotion Concepts	3 SH
NR 460R—Research and Evidence-Based Nursing Practice	3 SH
NR 466R—Community Health Nursing	3 SH
NR 478—Community Practicum	3 SH
NR 480R—The Nurse Leader-Manager	3 SH
NR 485R—Advanced Practicum	3 SH

Upper Division Electives

6 SH

General Electives

17 SH

NOTE: A minimum of thirty (30) semester hours must be completed through Regis University.

GENERAL PROGRESSION POLICIES IN THE UNDERGRADUATE NURSING PROGRAM

In order for progression through the Undergraduate Nursing program to occur, students must, in the judgment of the faculty, demonstrate the following:

- 1 Achievement of a grade of "C" or better in each Nursing course. A grade of "C-" is not acceptable.
- 2 Adequate emotional and physical fitness for nursing skills to be performed.
- 3 Communication skills adequate for the demands of nursing.
- 4 Students who fail a Nursing course:
 - May be allowed to repeat a nursing course one (1) time only with faculty recommendation and the approval of the Student Affairs Committee and the Department Director.
 - May progress to another course provided they are not on provisional status, if the failed course is not a prerequisite course, and if they have faculty recommendation and the approval of the Student Affairs Committee and Department Director.
 - Pre-licensure students may not progress in the undergraduate program after two (2) nursing course failures.

NURSING COURSE DESCRIPTIONS (NR)

NR 350. NORMAL AND THERAPEUTIC NUTRITION (3). Studies the science of nutrition. Presents the nutritional requirements of humans as the basis of planning an adequate diet with consideration given to variation in food choices due to social, economic, cultural and psychological factors. Emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

NR 401. NURSING HONORS SEMINAR I (1). This is the first course in the Honor's Curriculum. The focus of this course is the exploration of various nursing issues to assist the student in identifying potential topics of individual interest. Students will explore topics from a variety of academic perspectives. Potential faculty and community mentors will be introduced. The use of scientific inquiry and basic exploration of nursing research will be emphasized as tools that will be used throughout the Honor's Curriculum. The concept of reflective practice will be introduced. Prerequisite(s): Permission of Option Chair required. NOTE: Traditional Option honors students only.

NR 402. NURSING HONORS SEMINAR II (1). This is the second course in the Honor's Curriculum. The focus of this course is the identification of nursing issues of individual interest. The development of a research or clinical project will be explored. Students will develop topics from a variety of academic perspectives including: reflective and evidence-based practice, argumentation and critical thinking. Potential faculty and community mentors will be identified. Prerequisite(s): Permission of Option Chair required. NOTE: Traditional Option honors students only.

NR 403. NURSING HONORS SEMINAR III (1). This is the third course in the Honor's Curriculum. The focus of this course is the completion of a research or clinical project. Students will develop and implement projects under the direction of faculty and community mentors. A written report of the completed project will be completed. Additionally, an oral presentation of the completed project will be presented to their mentors and peers. Prerequisite(s): NR 401 and NR 402 or permission of Option Chair required. NOTE: Traditional Option honors students only.

NR 407. PROFESSIONAL NURSING SEMINAR I (3). The first of two sequential seminars organized around the themes of Jesuit mission and values, service learning, reflection, nursing role development, personal and professional values and portfolio development. Service learning activities will be introduced. NOTE: Acceptance into Nursing Program required.

NR 415. HEALTH ASSESSMENT (3). Introduces a holistic approach to the assessment of adults and older adults. Includes evaluation of physiologic, developmental, psychosocial, and socio-cultural components. Students learn to use beginning history taking and physical assessment skills to collect and document data systematically. Prerequisite(s): BL 244 and BL 245 or equivalent. Junior standing. Acceptance into Nursing Program required. Liability fee required.

NR 415R. HEALTH ASSESSMENT (3). Utilizes a holistic approach for health assessment of individuals across the lifespan. Builds upon registered nurses' knowledge of physiologic, developmental, psychological, and socio-cultural-spiritual components of health. Students enhance history taking and physical assessment skills for collecting and documenting data systematically. Prerequisite(s): BL 244 and BL 245 or equivalent. Acceptance into Nursing Program required. Liability fee required. NOTE: RN-to-BSN students only.

NR 436. FOUNDATIONS OF NURSING (5). Provides the student with an introduction to the profession of nursing. Explores a nurse's responsibilities and accountability related to legal issues. Introduces the nursing process and how it relates to functional health patterns. Explores therapeutic nursing interventions that may be implemented for individuals across the lifespan and in a variety of settings. Prerequisite(s): Majors only. Junior standing. Acceptance into the Nursing Program. Laboratory fee required.

NR 438. NURSING CARE OF THE ADULT AND OLDER ADULT I (5). Focuses on the various roles of the nurse in relation to the leading causes of morbidity. Explores components of the nursing process in relation to human responses to alterations in health. Explains pathophysiology, appropriate medical management, and the application of the nursing process in the provision of care for adult and older adult clients within the context of their families and environments. Examines functional health pat-

terns and evidence-based practice models. Prerequisite(s): NR 415 and NR 436. Majors only. Junior standing.

NR 439. PHARMACOLOGY (3). Provides an introductory study of principles of drug action and drug therapy in health and illness as they relate to clinician and teacher roles of the nurse. Emphasis on nursing responsibilities and patient rights in safe administration and legal considerations of medication delivery. Selected prototypical agents from major drug classifications are discussed. Prerequisite(s): Permission of instructor for non-majors required.

NR 441. NURSING CARE OF THE CHILDBEARING FAMILY (5). Focuses on roles of the nurse as they apply to the childbearing family. Explores human responses to the childbearing experience. Applies biological, psychosocial, cultural and spiritual principles and concepts that have an impact on the childbearing family. Addresses family theories and dynamics. Emphasizes family-centered approaches during antepartal, intrapartal, postpartal, and neonatal clinical experiences. Prerequisite(s): NR 415 and NR 436. Majors only.

NR 442. NURSING CARE OF CHILDREN AND THEIR FAMILIES (5). Focuses on the art and science of providing effective, appropriate nursing care to children and their families. Examines health promotion, illness and injury prevention, health teaching and anticipatory guidance strategies. Applies the nursing process to the appropriate medical management and pathophysiology of altered health patterns affecting children. Explores functional health patterns and evidence-based practice models. Prerequisite(s): NR 438. Majors only.

NR 444. PROFESSIONAL ROLE DEVELOPMENT (3). Examines themes such as Jesuit mission, service learning, personal and professional values, roles and issues in contemporary professional nursing, standards of practice, and academic tools that foster success in the nursing program. Prerequisite(s): Acceptance into Nursing Program. RN-to-BSN students only.

NR 448. UPDATES IN CLINICAL CARE (3). Focuses on pathophysiology and updates in medical management and nursing care of selected acute and chronic illnesses. Social, cultural, and environmental influences on health and illness are explored. Features current research and the use of cutting-edge and web-based health care resources. Prerequisite(s): NR 415R and NR 444 for Online students. RN-to-BSN students only.

NR 451. NURSING EXTERNSHIP (3). Under the preceptorship of a registered nurse, externs provide direct patient care in selected specialty areas. Enhances competency and critical decision-making in the reality of the practice setting. Emphasizes skills and procedures, organization and priority setting, written and oral communication, and the nurse's role including investigation, teaching and discharge planning. Prerequisite(s): Permission of Option Chair required.

NR 455. HEALTH PROMOTION CONCEPTS (3). Focuses on health promotion and health teaching for healthy lifestyles in a diverse and multicultural society. Concepts of culture, spirituality, aging, chronicity, advocacy, and client anatomy are explored. Nursing process is applied to health promotion, disease prevention, and wellness through health teaching interventions. Prerequisite(s): NR 415R and NR 444. RN-to-BSN students only.

NR 460. EVIDENCE-BASED PRACTICE IN NURSING (3). Focuses on the role of the professional nurse as an informed consumer of research and other evidence for best practices in nursing. Explores philosophical underpinnings of knowledge and the relationship of theory to research and practice. Quantitative and qualitative approaches to study health and illness are presented and compared, and stresses the importance of research rigor. Explores concepts of ethics for research with human subjects.

Develops skills for evidence-based practice in nursing by forming journal clubs to understand aspects of nursing research, to critique published nursing studies, and to develop best-practice presentations. Prerequisite(s): Majors only. Junior standing. NOTE: Recommended prerequisite: MT 274 or equivalent.

NR 460H. HONORS EVIDENCE-BASED NURSING PRACTICE (3). Focuses on the role of the professional nurse as an informed consumer of research and other evidence for best practices in nursing. Explores philosophical underpinnings of knowledge and the relationship of theory to research and practice. Quantitative and qualitative approaches to study health and illness are presented and compared, and stresses the importance of research rigor. Explores concepts of ethics for research with human subjects. Develops skills for evidence-based practice in nursing by forming journal clubs to understand aspects of nursing research, to critique published nursing studies, and to develop best-practice presentations. Prerequisite(s): Majors only. Junior standing. NOTE: Recommended prerequisite: MT 274 or equivalent. Acceptance in Nursing Honors Program required.

NR 460R. RESEARCH AND EVIDENCE-BASED NURSING PRACTICE (3). Focuses on the role of the professional nurse as an informed consumer of research and other evidence for best practices in nursing. Explores philosophical underpinnings of knowledge and the relationship of theory to research and practice. Quantitative and qualitative approaches to study health and illness are presented and compared, and stresses the importance of research rigor. Explores concepts of ethics for research with human subjects. Develops skills for evidence-based practice in nursing by forming journal clubs to understand aspects of nursing research, to critique published nursing studies, and to develop best-practice presentations. Prerequisite(s): NR 415R and NR 444 for Online students. Majors only. Junior standing. Recommended Prerequisite(s): MT 274 or equivalent. NOTE: RN-to-BSN students only.

NR 466. COMMUNITY HEALTH NURSING (5). Examines contemporary health and nursing issues in society, with an emphasis on health promotion and disease prevention, cultural diversity, public health, families, and "community-as-client". Analyzes actual and potential roles of nurses in community-based practice and the impact of a range of health issues on identified populations. Emphasizes the use of the nursing process and epidemiological and ethical principles to promote healthy communities through clinical experience in community settings. Involves community assessments, program planning/management, health teaching, and the utilization of current research findings to address health needs with identified populations of children, adolescents, adults, older adults, and vulnerable populations with special needs. Prerequisite(s): Successful completion of NR 438.

NR 466R. COMMUNITY HEALTH NURSING (3). Explores ethical issues related to social justice, marginalization and vulnerability, and nursing roles in community and public health practice. Utilizes epidemiological principles to analyze patterns of health and disease in assessing the health needs of groups. Prerequisite(s): NR 415R and NR 444 for Online students. RN-to-BSN students only.

NR 469. LEADERSHIP AND MANAGEMENT IN NURSING (2). Emphasizes concepts of leadership and management in professional nursing practice. Building trust will be explored in relation to collaboration, delegation, negotiation, communication, and team building, as part of the professional nursing leadership role within the changing healthcare system. Topics include balancing efficiency and reliability, creating and sustaining trust in the workplace, managing change, collaborative decision making in changing healthcare organizations, and promoting a learning organization. Emphasizes leadership role development in the context of professional nursing values and the Jesuit mission and philosophy of leadership in service to others. Prerequisite(s): Majors only. Senior standing.

NR 469H. HONORS LEADERSHIP AND MANAGEMENT IN NURSING (2). Emphasizes concepts of leadership and management in professional nursing practice. Building trust will be explored in relation to collaboration, delegation, negotiation, communication, and team building, as part of the professional nursing leadership role within the changing healthcare system. Topics include balancing efficiency and reliability, creating and sustaining trust in the workplace, managing change, collaborative decision making in changing healthcare organizations, and promoting a learning organization. Emphasizes leadership role development in the context of professional nursing values and the Jesuit mission and philosophy of leadership in service to others. Prerequisite(s): Majors only. Senior standing. NOTE: Acceptance in Nursing Honors Program required.

NR 471. MENTAL HEALTH NURSING (5). Focuses on the various roles of the nurse as clinician and teacher for patients with mental illness. Explores components of the nursing process in relation to human responses to alterations in mental health. Examines the nurse as the therapeutic tool and communication as the basis of nursing care. Examines functional health patterns, Diagnostic and Statistical Manual IV, and evidence-based practice models. Includes treatment of children, adolescents, adults, and older adults within the context of their families and environment. Prerequisite(s): NR 415, NR 436 and NR 439. Majors only.

NR 476. NURSING CARE OF THE ADULT AND OLDER ADULT II (6). Presents the roles of the nurse in relation to the assessment, planning, intervention, and evaluation of human responses to alteration in health. Focuses on pathophysiology, appropriate medical management, and the application of the nursing process in the provision of care for adult and older adult clients within the context for their families and environments. Organized around functional health patterns and evidence-based practice models. Prerequisite(s): NR 438. Majors only. Senior standing. Fee required.

NR 477. PROFESSIONAL NURSING SEMINAR II (3). Focuses on service learning, professional role development, nursing roles and responsibilities and involvement in nursing organizations. Expands on the theories and concepts introduced in NR 407 including Jesuit mission, values, reflection, and service learning. Service learning activity included. Prerequisite(s): NR 407. Majors only. Senior standing.

NR 478. COMMUNITY PRACTICUM (3). Fosters integration of community health theory into clinical practice while students complete 45 hours of practicum in a community based setting. With faculty guidance, students select experiences that provide opportunity to develop a community assessment and program plan. Service learning activities focus on community and social justice. Prerequisite(s): NR 466R for Online students. Fee required.

NR 480R. THE NURSE LEADER-MANAGER (3). Expands knowledge of leadership and management principles as it applies to health care, the changing health care system, evaluation of health outcomes, professional issues, and career development. Explores ethical, legal, and policy issues related to the mission of leadership in service to others. Prerequisite(s): NR 415R and NR 444 for Online students. RN-to-BSN students only.

NR 485. SENIOR NURSING PRACTICUM (4). Utilizes clinical experience to provide senior nursing students with the opportunity to integrate the professional roles of clinician, teacher, investigator and leader/manager within a variety of health care settings. Provides avenues for discussion and opportunity to synthesize theory, research, and practice. Prerequisite(s): Majors only. Senior standing. Successful completion of all prior clinical nursing courses.

NR 485R. ADVANCED PRACTICUM (3). Examines integration of leadership and management principles in practice. Students complete 45 hours of practicum, while with faculty guidance. Students select an agency and leader/preceptor that provide opportunities for expanding competency in leadership and management in health care, and

collaboratively develop a practice improvement project. Service learning focuses on leadership, social justice, and action. Prerequisite(s): NR 480R and completion of 90% of the major or permission of Program Chair required. RN-to-BSN students only.

NR 488E-W. TOPICS IN CLINICAL NURSING PRACTICE (1-8). Clinical courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Prerequisite(s): Majors only. Permission of Option Chair required.

NR 490E-W. INDEPENDENT STUDY IN NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Nursing majors only. Permission of Option Chair required.

NR 495. CULTURAL DIVERSITY IN HEALTH CARE (3). Explores the components of cultural competence in health care. Issues related to cultural diversity in health and illness are discussed and analyzed. Upper division undergraduate or graduate credit may be awarded based on course assignments, evaluation methods and faculty approval. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Majors only. Senior standing. Cross listing: NR 695.

NR 498. INTERNSHIP IN NURSING (3). Provides intensive and practical work experience in the nursing discipline. Involves placement of nursing majors in health care agencies. Prerequisite(s): Completion of all clinical nursing courses. Permission of instructor and approval of Option Chair required. Worksite Option students only.

RHSHP GRADUATE PROGRAMS

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS

PROGRAM DESCRIPTION

The Master of Science degree in Clinical Leadership for Physician Assistants (CLP), housed in the Department of Health Services Administration and Management (HSAM), prepares graduates to take a leadership role in physician practices and other health care settings in which they may be employed. In addition to advanced clinical skills, the CLP program broadens perspective with challenging courses in leadership and ethics, quality improvement, budget and operations management, and research and writing. The curriculum promotes not only the development of leadership abilities but also a deeper appreciation of the social and ethical obligations and conflicts within the health care industry.

ADMISSION

The ideal candidate for the Master of Science degree in Clinical Leadership for Physician Assistants holds a baccalaureate degree in the sciences or a health-related field and has at least two to three (2-3) years of health care experience. Proof of enrollment in or completion of an accredited Physician Assistant Program must be provided prior to acceptance. Students must also provide proof of certification from the National Commission on Certification of Physician Assistants prior to graduation from this program in order to be awarded additional credit. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university or evidence that the undergraduate degree requirements will be met no later than July for fall enrollment and December for spring enrollment.
- A minimum cumulative grade point average of 3.000 in physician assistants (PA) course work.
- One letter of recommendation from the Physician Assistants program where undergraduate course work was completed. (Practicing PAs may use a professional or managerial reference.)
- An admission essay (750 words) addressing a health care issue or describing how Physician Assistants practice contributes to health care as a whole.
- A current resume or other documentation that summarizes the candidate's professional experience.
- A completed application form including non-refundable application fee. (The application fee is waived for current Red Rocks Community College PA students by prior arrangement.)

NOTE: All documents submitted during the application process become the property of Regis University.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first nine (9) semester hours of graduate course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine (9) semester hours of course work with a 3.000 cumulative grade point average removes the probationary status and entitles the student to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional admission allows a student to register for nine (9) semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation software and Internet connectivity. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses may be enhanced with the use of e-mail and other distance learning technologies to communicate and exchange learning materials.

STUDENT ADVISING

Students are assigned an academic advisor upon admission to the program. Students and advisors sign a Degree Plan by the end of the first semester. Advisors counsel students on meeting the requirements for the graduate program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

ACADEMIC INFORMATION

Program Progression

Candidacy for the Master of Science in Clinical Leadership for Physician Assistants degree at Regis University requires successful completion of course requirements and completion of a master's project based on clinical fieldwork. The thirty (30) semester hour program may be completed in eighteen (18) months of full-time study.

Six (6) semester hours per ten (10) week term constitutes full-time study. There is a five (5) year time limit for completion of all degree requirements. This time limit is computed from the semester in which the student completes the first course that is to be applied toward the degree whether or not the student has been officially

admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program may be required, and a new Degree Plan must be signed.

In order for progression through the CLP program to occur, students must meet the following requirements:

- Candidates must maintain a minimum 3.000 (B) cumulative grade point average.
- No grade may be lower than "C" regardless of grade point average. A grade lower than a "C" is not counted toward graduation but is included in the student's cumulative grade point average.
- Graduate students who receive the grade of "C-" or lower for a 600-level course must repeat the course.

Students will not be awarded the degree until evidence of successful completion of the PA certification exam is received by the HSAM Department. When a notarized copy of the certification is received, nine (9) semester hours will be awarded to complete the degree requirements.

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the Department Director. In addition, a Withdrawal form must be completed by the student and signed by the Department Director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before the withdrawal.
- The student returns to the program within one (1) calendar year of the withdrawal.

If these conditions are not met, the student must reapply to the program and be accepted for readmission. Initial acceptance into the program does not guarantee readmittance.

Transfer Credit Policy and Procedure

No course work will be accepted in transfer for the CLP program. Upon successful completion of the certification exam, nine (9) semester hours will be awarded towards the thirty (30) semester hours of completion.

Graduation Requirements

Students graduate within the semester that all requirements are met and documentation of such is received in the Rueckert-Hartman School for Health Professions Office of the Academic Dean by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic course work.

- A minimum cumulative grade point average of 3.000.
- Satisfactory completion of a master's project.
- Proof of certification from NCCPA.

Incomplete grades, falling below the required cumulative grade point average or late application for graduation, may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

CLP PROGRAM OF STUDY

The CLP curriculum was designed primarily for students completing PA studies at Red Rocks Community College (RRCC) who have already completed five (5) hours of Master's course work in CLP 601—Human Anatomy and Histology at Regis University. Other PAs who are certified may also enroll in the program but must complete slightly different requirements.

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS REQUIREMENTS

Red Rocks Community College PA Students

Total Degree Requirements	30 SH
CLP 601—Human Anatomy and Histology	5 SH
CLP 623—Legal Aspects of Health Services	3 SH
CLP 624—Quality Improvement in Health Care Settings	1-4 SH
CLP 660—Methods of Inquiry and Research	3 SH
CLP 667—Budget and Operations Management in Health Care Settings	3 SH
CLP 681E-W—Special Topics in Clinical Leadership for Physician Assistants	3 SH
HCE 600—Leadership and Ethics in Health Services	3 SH
Articulation from RRCC/Certification (awarded upon completion)	9 SH

Non-Red Rocks Community College PA Students

Total Degree Requirements	30 SH
CLP 623—Legal Aspects of Health Services	3 SH
CLP 625—Advanced Concepts in Quality and Outcomes Management	3 SH
CLP 660—Methods of Inquiry and Research	3 SH
CLP 667—Budget and Operations Management in Health Care Settings	3 SH
HCE 600—Leadership and Ethics in Health Services	3 SH
CLP 630—Medical Practice Management	3 SH
CLP 681E-W—Special Topics in Clinical Leadership for Physician Assistants	3 SH
CLP 696—Master's Project in Clinical Leadership for Physician Assistants	3 SH
PA Certification (students must present notarized certification for award of credits)	9 SH

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS COURSE DESCRIPTIONS (CLP)

CLP 601. HUMAN ANATOMY AND HISTOLOGY (5). Systemic examination of normal human anatomy across the lifespan. Explores relationships of the musculoskeletal, nervous, integumentary, cardiopulmonary, alimentary, and genitourinary systems at the cellular, tissue, organ, and system level. Embryology is included. Laboratory includes cadaver prosection (limited dissection) and surface palpation. Prerequisite(s): Graduate standing. Acceptance in Physicians Assistant program-Red Rocks Community College or permission of instructor required.

CLP 623. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the inter-relationships between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management and current medical/legal issues. Explores the use of the health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of records issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 423, HIM 423 or HSA 623.

CLP 624. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1-4). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care and reimbursement. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. Examines decision making, patient management, and quality initiatives. Explores concepts and strategies used in epidemiological studies. Discusses policy making at all levels. Additional emphasis on outcomes research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Graduate standing. Approval of academic advisor required. Cross listing: HCA 425, HIM 425 or HSA 624.

CLP 625. ADVANCED CONCEPTS IN QUALITY AND OUTCOMES MANAGEMENT (3). Examines concepts related to the application of outcomes data to clinical decision making, patient management and quality initiatives. Explores concepts and strategies used in epidemiological studies. Emphasizes outcome research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. Prerequisite(s): HCA 425, HIM 425 or HSA 624 and Graduate standing. Cross listing: HSA 625.

CLP 630. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 430 or HSA 630.

CLP 660. METHODS OF INQUIRY AND RESEARCH (3). Examines qualitative and quantitative research assumptions, design, methods and ethical considerations as applied in health services research. Reviews statistical methods and tools, critique of published findings, data evaluation, analysis and presentation. Explores advanced

concepts in health care outcomes and operations research applications.

Prerequisite(s): Graduate standing. Cross listing: HSA 660.

CLP 667. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTING (3).

Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Cross listing: HCA 464 and HSA 667.

CLP 681E-W. SPECIAL TOPICS IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (3).

Advanced study within a focused topic area of practice related to clinical leadership for physician assistants under the direction of an assigned instructor. Student selects an established module, or creates a new module through development of an individualized learning contract. Prerequisite(s): Graduate standing required.

CLP 696. MASTERS PROJECT IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (3).

Examines in-depth physician assistant practice in a clinical setting. Combines the student's fieldwork, journaling of field experiences culminating in a final research project. Prerequisite(s): Graduate standing required.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

PROGRAM DESCRIPTION

The Master of Science degree in Health Services Administration (HSA), housed in the Department of Health Services Administration and Management (HSAM), prepares graduates for a variety of roles in health services management and administration. Employment settings include hospitals, other health care facilities, medical group practices, health care management companies, state and federal agencies, insurance and managed care companies, technology firms, and educational institutions.

The curriculum is designed to build on an undergraduate foundation in health care management and/or prior health care experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in the management of finance, operations, quality and technology. Course curriculum makes extensive use of case studies and applied projects. Special topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise. With prior approval, courses may also be taken from other graduate programs at Regis University including the Master of Business Administration (MBA). In addition to advanced practice content, the curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry.

ADMISSION

The ideal candidate for the Master of Science degree in Health Services Administration holds a baccalaureate degree in health

care administration/management or a baccalaureate degree in a business or health related field with two to three (2-3) years of management experience in a health industry setting. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university or evidence that undergraduate degree requirements will be met no later than August of the current year.
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or A satisfactory score on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
- Two (2) letters of recommendation from persons familiar with the applicant's academic and/or professional potential.
- An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
- A current resume or other documentation of professional experience.
- A personal interview. This may be waived for HSAM progression students.
- A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: All documents submitted during the application process become the property of Regis University.

Admission Through HSAM Undergraduate Progression

Qualified students in the undergraduate and post-baccalaureate certificate HSAM programs (HCA and HIM) are encouraged to progress into the MS program. These students complete the same application process. Students must provide evidence that undergraduate degree requirements will be met no later than August of the current year.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better in the first nine (9) hours of graduate course work. (A grade on B- is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional admission allows a student to register for nine (9) semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation software and Internet connectivity. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses may be enhanced with the use of e-mail and other distance learning technologies to communicate and exchange learning materials.

STUDENT ADVISING

Students are assigned an academic advisor upon admission to the program. Students and advisors sign a Degree Plan by the end of the first semester. Advisors counsel students on meeting the requirements for the graduate program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

ACADEMIC INFORMATION

Program Progression

Candidacy for the Master of Science degree in Health Services Administration at Regis University requires successful completion of course requirements and a master's project. The thirty-six (36) semester hour program may be completed in eighteen (18) months of full-time study. Six (6) semester hours per ten (10) week term constitutes full-time study. There is a five (5) year time limit for completion of all degree requirements. This time limit is computed from the time the Degree Plan is signed. If students wish to complete the degree after the Degree Plan has expired, readmission to the program is required and a new Degree Plan must be signed.

In order for progression through the HSA program to occur, students must meet the following grade requirements:

- Candidates must maintain a minimum 3.000 ("B") cumulative grade point average.
- No grade may be lower than "C", regardless of grade point average. A grade lower than "C" is not counted toward graduation but is included in the student's cumulative grade point average.
- Graduate students who receive the grade "C-" or lower for a 600-level course must repeat the course.
- Students may not enroll in the Capstone (HSA 680) with a grade point average less than a 3.000.

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the Department Director. In addition, a withdrawal form must be completed by the student and signed by the Department Director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before the withdrawal.
- The student returns to the program within one (1) calendar year of the withdrawal.

If these conditions are not met, the student must reapply to the program and be accepted for readmission. Initial acceptance into the program does not guarantee readmittance.

Transfer of Credit Policy and Procedure

Acceptance of transfer credit is permitted at the discretion of the Department Director. Transfer credits are considered only for courses taken at a regionally accredited school and for course work for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three (3) years. Students wishing to transfer credit into the Master of Science degree in Health Services Administration program must forward a letter stating the request and provide an official school transcript of the course work. A copy of the course syllabus may also be necessary.

Graduation

Students graduate the semester that all requirements are met and documentation of such is received in the Rueckert-Hartman School for Health Professions Office of the Dean by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic course work.
- A minimum cumulative grade point average of 3.000.
- Satisfactory completion of a master's project.

Incomplete grades, falling below the required cumulative grade point average, late application for graduation, or late receipt of transcripts of transfer credit may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

HSA PROGRAM OF STUDY

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION REQUIREMENTS

Recommended Prerequisites

AC 320A—Principles of Accounting I
 HCA/HIM 425—Quality Improvement in Health Care Settings
 HCA/HIM 450—Health Care Information Systems

Total Degree Requirements 36 SH

Core Requirements 18 SH

HCE 600—Leadership and Ethics in Health Services 3 SH
 HSA 601—Operations and Process Management in Health Services 3 SH
 HSA 602—Strategic Planning and Development in Health Services 3 SH
 HSA 660—Methods of Inquiry and Research 3 SH
 HSA 680—Contemporary Issues in Health Services Delivery Systems 3 SH
 HSA 696—Master's Project in Health Services Administration 3 SH

Advanced Practice Requirements 18 SH

HSA 604—Foundations of Health Care Economics, Accounting and Financial Management 3 SH
 HSA 605—Applications of Health Care Economics, Accounting and Financial Management 3 SH
 HSA 625—Advanced Concepts in Quality Outcomes Management 3 SH
 HSA 650—Strategic Management of Technology in Health Services 3 SH
 HSA 681E-W—Special Topics in Health Services Administration* 3 SH
 HSA 681E-W—Special Topics in Health Services Administration* 3 SH

* Student-designed courses. HSA electives and/or courses in the MBA, MSM, MNM and MSCIS Master's programs in the School for Professional Studies may be substituted for these courses with advisor approval.

HEALTH SERVICES ADMINISTRATION COURSE DESCRIPTIONS (HSA)

HSA 601. OPERATIONS AND PROCESS MANAGEMENT IN HEALTH SERVICES (3). Investigates organizational dynamics with emphasis on communication, re-engineering, process redesign, work flow analysis, knowledge management and methods of assessing and diagnosing organizational effectiveness. Explores current theories and approaches used in dealing with organizational problem solving and assessment. Prerequisite(s): Graduate standing required.

HSA 602. STRATEGIC PLANNING AND DEVELOPMENT IN HEALTH SERVICES (3). Addresses the business planning process emphasizing strategic planning, business plan development and evaluation, advanced project management, and marketing research and strategy. Focuses on financial analysis, market projection, risk assessment, and implementation planning principles as applied to new or expanded services and/or other business opportunities. Prerequisite(s): Graduate standing required.

HSA 604. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Overviews macro and microeconomics in health care. Studies accounting theory in both the profit and non-profit healthcare organization for non-financial managers. Includes financial management and forecasting, budgeting, cost analysis/control and case management. Prerequisite(s): Graduate standing.

NOTE: Requires student to have basic skills in use of electronic spreadsheets.
HSA 605. APPLICATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Applies accounting theory to profit and non-profit health care organizations. Utilizes financial forecasting, budgeting and analysis, cash management techniques, planning models, and applies concepts to management practice. Utilizes case studies. Prerequisite(s): HSA 604 or NR 614. Majors only or permission of instructor required. Cross listing: NR 615.

HSA 608. HEALTH CARE POLICY (3). Focuses on health care policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change, as a result of public policy and politics. Examines public health care policy emphasizing its relationship and application to advanced practice nursing, leadership roles in management, and education and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. The policy and business practices developed by hospitals and other private institutions are not included in the course objectives. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Completion of NR 622 for online students. Admission to Graduate Program in Nursing or Permission of Option Chair of Graduate Program required. Cross listing: HSA 408 and NR 608.

HSA 610. HEALTH CARE DELIVERY SYSTEMS (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Graduate standing. Cross listing: HCA 410 or HIM 410, approval of academic advisor required.

HSA 612. INTEGRATED HEALTH CARE DELIVERY SYSTEMS (3). Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access and cost. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements and institutional accreditation. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 412.

HSA 613. FUNDAMENTALS OF MANAGED CARE (3). Introduces the history, philosophy, business principles and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management and utilization patterns. Examines issues related to regulatory requirements and national health policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 413.

HSA 620. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3). Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and marketing strategy. Discusses media, public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 420.

HSA 623. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management and current medical/legal issues. Explores the use of the health record as a legal document, privacy

rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of records issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: CLP 623, HCA 423 or HIM 423.

HSA 624. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1-4). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care and reimbursement. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. Examines decision making, patient management, and quality initiatives. Explores concepts and strategies used in epidemiological studies. Discusses policy making at all levels. Additional emphasis on outcomes research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Graduate standing. Approval of academic advisor required. Cross listing: CLP 624, HCA 425 or HIM 425.

HSA 625. ADVANCED CONCEPTS IN QUALITY AND OUTCOMES MANAGEMENT (3). Examines concepts related to the application of outcomes data to clinical decision making, patient management and quality initiatives. Explores concepts and strategies used in epidemiological studies. Emphasizes outcome research and design, benchmarking, cost analysis, regulatory reporting and other practical uses for outcomes data. Prerequisite(s): HCA 425, HIM 425 or HSA 624 and Graduate standing. Cross listing: CLP 625.

HSA 628. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic microeconomic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 428.

HSA 630. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 630 or HCA 430.

HSA 649. HEALTH CARE INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 450 or HIM 450.

HSA 650. STRATEGIC MANAGEMENT OF TECHNOLOGY IN HEALTH SERVICES (3). Investigates methods for developing information management strategies, executive decision support systems, and infrastructure designs in health care organizations, emphasizing enterprise wide systems. Additional topics include development and use

of data repositories, warehouse, outsourcing information technology services, financial impact of information technology on organizations, assessing/acquiring clinical and managerial computer systems. Prerequisite(s): HCA 450, HIM 450 or HSA 649. Graduate standing required.

HSA 652. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3).

Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 452.

HSA 655. HEALTH INFORMATION RESOURCE MANAGEMENT (3). Explores skills necessary to identify information needs and uses through techniques of data flow analysis, data mapping, and assessment of the continuum of data integrity. Presents highly technical topics in a format accessible for non-information technology professionals. Topics include current industry trends and the impact on health information managers, technical elements of database structure and management, components of a comprehensive information management plan, including database inventory, data dictionary, data integrity, and data security. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HIM 455.

HSA 660. METHODS OF INQUIRY AND RESEARCH (3). Examines qualitative and quantitative research assumptions, design, methods and ethical considerations as applied in health services research. Reviews statistical methods and tools, critique of published findings, data evaluation, analysis and presentation. Explores advanced concepts in health care outcomes and operations research applications. Prerequisite(s): Graduate standing. Cross listing: CLP 660.

HSA 663. HEALTH CARE FINANCE (3). Introduces major topics in managerial finance essential for understanding how health care organizations acquire, manage and finance assets. Special topics include corporate compliance, master budgeting, capital requests, cash flow management, costing models and inventory. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 465.

HSA 667. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTINGS (3). Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Cross listing: CLP 667 or HCA 464.

HSA 670. BIostatISTICS AND HEALTH DATA ANALYSIS (3). Examines skills and knowledge necessary to manage and analyze biomedical data. Reviews statistics used for decision-making, population health assessment, and inferential research analysis. Uses common statistical software to conduct analysis, interpret results and draw conclusions. Prerequisite(s): Permission of instructor required.

HSA 680. CONTEMPORARY ISSUES IN HEALTH SERVICES DELIVERY SYSTEMS (3). A Capstone seminar examining contemporary issues in health services delivery systems. Topics include integration of delivery settings, managed care trends, stakeholder relations, health policy, regulatory initiatives, health care workforce, health promotion, and complimentary medicine. Includes presentation of the master's project.

Prerequisite(s): HSA 696. Graduate standing required.

HSA 681E-W. SPECIAL TOPICS IN HEALTH SERVICES ADMINISTRATION (3).

Advanced study within a focused topic or area of practice related to health services administration under the direction of an assigned instructor. The student may select a new/established module or modify an established module through development of an individualized learning contract. Prerequisite(s): Graduate standing required.

HSA 690E-W. INDEPENDENT STUDY IN HEALTH SERVICES ADMINISTRATION (1-4).

Topics by arrangement with individual faculty. Prerequisite(s): Majors only and approval of academic advisor required.

HSA 696. MASTER'S PROJECT IN HEALTH SERVICES ADMINISTRATION (3).

Examines a current health care organization/system issue or problem. Students may work in conjunction with or at a particular agency to investigate and collect data on the problem. The final project, both in written and oral form, exhibits appropriate communication skills, evidence of critical thinking and problem solving skills, and a dedicated understanding/cohesive description of the issue. Prerequisite(s): Graduate standing required.

MASTER OF SCIENCE IN NURSING

PROGRAM DESCRIPTION

The Master of Science degree in Nursing prepares graduates for a role in Leadership in Health Care Systems with a Management or Education focus, or as a Family Nurse Practitioner or a Neonatal Nurse Practitioner. The curriculum for the various specializations consist of three (3) major areas: the core, the specialization, and the supporting course work. The core incorporates the major focus of an MS degree including theoretical frameworks, ethics, health care policy and research in nursing. Similarly, service learning is an essential part of the core learning experience. All graduate nursing students take these core courses. The core courses promote principles of ethics and social justice which are designed to help develop leaders in service to others. Students are prepared at the graduate level as expert clinicians, teachers, leaders/managers and/or investigators.

Leadership in Health Care Systems Specialization

In the Leadership in Health Care Systems specialization, students may choose a focus in management or a focus in education. The Leadership in Health Care Systems specialization is offered in a one (1) evening per week intensive format or online to accommodate working registered nurses.

Management Focus

The Management Focus prepares students for leadership roles in management in a variety of health care settings. Courses focus on leadership development, administrative skills, health care policy, economics, budgeting, and ethical and social issues impacting nursing and health care. A practicum is required to allow students to work directly with a nursing manager as they apply theory to practice.

Education Focus

The Education Focus prepares students for leadership roles in health care education. Courses focus on leadership development, teaching and learning strategies, curriculum development, and evaluation methods. A practicum is required to allow students to work directly with a health care educator and apply theory to practice.

Family Nurse Practitioner (FNP) Specialization

The Family Nurse Practitioner (FNP) specialization prepares nurses to deliver primary health care to families across the lifespan. The curriculum focuses on health promotion, disease prevention and management of acute and chronic illness and injury. The curriculum is designed to develop critical thinking ability, creativity and clinical expertise in competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and applicable American Nurses Association (ANA), and Commission of Colligate Nursing Education (CCNE) documents. Clinical experiences are offered in a variety of health care settings in both urban and rural communities. The FNP specialization is offered in an every-other-weekend intensive format that also includes some weekday courses to maximize use of clinical facilities and preceptors. Students are eligible to take either the American Academy of Nurse Practitioner Certification examination or the American Nurses Credentialing Center (ANCC) Examination upon graduation.

Neonatal Nurse Practitioner (NNP) Specialization

The Neonatal Nurse Practitioner (NNP) specialization prepares students to manage the health care needs of high risk newborns and infants. The curriculum focuses on assessment, management, and evaluation of the health care needs of neonates and infants working within the dynamics of the family environment and in collaboration with neonatologists and other health care providers. The curriculum is designed to develop critical thinking ability, creativity, cost awareness, case management skill, and clinical expertise in competencies identified by the National Association of Neonatal Nurses (NANN), the National Organization of Nurse Practitioner Faculties (NOPF), applicable American Nurses Association (ANA), and Commission on Colligate Nursing Education (CCNE) documents. Clinical experiences are offered in a variety of level III (high risk) neonatal intensive care units. The NNP specialization is offered in a one to two (1-2) day a week intensive format to maximize the use of clinical facilities and preceptors. Students are eligible to take the National Certification Corporation (NCC) Certification Examination upon graduation.

Special Educational Options for Nurse Practitioners

Building on the well-established Master of Science degree in Nursing program, the Department of Nursing has expanded its offerings to enable nurses with specialized needs to meet their educational goals. These offerings include the following:

- Post-Master's Certificate for nurses who have an MS in Nursing and want to become Nurse Practitioners.

- MS Articulation for Nurse Practitioners without a MS in Nursing who have a non-Family Nurse Practitioner (FNP) or Neonatal Nurse Practitioner (NNP) specialization and wish to earn a MS in Nursing with a FNP or NNP.
- MS Completion for Nurse Practitioners who want to complete a MS in Nursing but who do not want to complete an additional clinical specialty.
- Post-Master's Specialty Certification in Dermatology for Nurse Practitioners who want to focus on this specialization area of advanced nursing practice.
- Post-Master's Certificate in Nursing Management.
- Post-Master's Certificate in Nursing Education.

ADMISSION

Admission to the Master of Science (MS) degree in Nursing program is based on individual evaluation in accordance with the following minimum admission requirements:

- A nursing baccalaureate degree from a nationally accredited program.
- A minimum undergraduate cumulative grade point average of 2.750 on a 4.000 scale.
- A grade of "C" or better in all undergraduate nursing courses. A grade of "C-" is not acceptable.
- Three (3) recommendations from professional persons knowledgeable about the applicant's academic, professional and leadership potential.
- Evidence of eligibility for Colorado Registered Nurse licensure for classroom-based students; Colorado licensure must be obtained prior to the first clinical/practicum course. For online students, evidence of current Registered Nurse licensure in the state in which the student will complete the practicum.
- Two (2) years of clinical practice as a registered nurse is preferred for all applicants.
- NNP applicants must show evidence of two (2) years experience in a level III high risk neonatal intensive care unit.
- Current Basic Life Support (BLS) Certification and current Neonatal Resuscitation Program (NRP) recognition. (NNP only.)
- A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. This course may be taken after admission, but must be taken before NR 602—Research in Nursing.
- A one (1) page essay describing how graduate education will

impact the applicant's practice.

Master of Science Completion Option

- Ability to meet current MS in Nursing admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in the nurse practitioner specialty.

Master of Science Articulation Option

- Ability to meet current MS in Nursing admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in the nurse practitioner specialty.
- Credit evaluation interview to determine courses needed to complete Master of Science in Nursing degree (plan of study determined on an individual basis).

Post-Master's Certificate

- Master's degree in Nursing (or equivalent) from a NLNAC or AACN-CCNE accredited school.
- Minimum two (2) years work experience in nursing.
- Current Colorado licensure or evidence of eligibility for Colorado licensure.
- A minimum cumulative grade point average of a 3.000 in previous Master's program.
- Three (3) letters of recommendation.
- Essay describing professional goals.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Loretto Heights Department of Nursing, the Rueckert-Hartman School for Health Professions, or Regis University.

NOTE: All documents submitted during the application process become the property of Regis University.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better in the first nine (9) semester hours of graduate course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine (9) semester hours of course work with a 3.000 cumulative grade point average removes the probationary

status and entitles students to good academic standing.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional admission allows a student to register for nine (9) semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

Computer Literacy

Students are required to have an understanding of computers. Students are assigned a RegisNet e-mail account in their first semester of enrollment in the program. Students are expected to be literate in using e-mail, Internet, and database services.

All students undertaking the Master of Science in Nursing program online must have ready access to a computer system compliant with RHSHS requirements and configuration for WebCT 4.0 (consult the website for further information at www.regis.edu/rhshspecs).

Non-Degree Seeking Students

Non-degree seeking students may take a maximum of six (6) semester hours. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the Department Director.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

ACADEMIC INFORMATION

Program Progression

Candidacy for the Master of Science degree in Nursing at Regis University requires successful completion of course requirements, and a final comprehensive evaluation. The Leadership in Health Care Systems, Family Nurse Practitioner, and the Neonatal Nurse Practitioner programs each have their own specific course requirements.

There is a five (5) year time limit for completion of all degree requirements. This time limit is computed from the time the Degree Plan is signed. If students wish to complete the degree after the Degree Plan has expired, readmission to the program may be required and a new Degree Plan signed.

Program Grade Requirements

Grades of "A" or "B" represent superior or satisfactory progress toward the Master of Science degree in Nursing. The grade of "C" is a passing grade in the MS program and counts toward graduation. It is understood to mean less-than-satisfactory achievement. A candidate is required to maintain a minimum 3.000 ("B") cumulative grade point average, but no grades may be lower than "C", regardless of grade point average. A grade lower than "C" is

not counted toward graduation, but is included in the student's cumulative grade point average. Graduate students who receive the grade of "C-" or lower for a 600-level course must repeat the course.

Course Withdrawal

Students may withdraw from a class with the approval of the academic advisor or the appropriate Program Chair. Information regarding the last day to withdraw is available from the Loretto Heights Department of Nursing. Tuition refund information is available from Enrollment Services (303) 458-4126.

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the Department Director. In addition, a withdrawal form must be completed by the student and signed by the Department Director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before the withdrawal.
- The student returns to the program within one (1) calendar year of the withdrawal.

If these conditions are not met, the student must reapply to the program and be accepted for readmission. Initial acceptance into the program does not guarantee readmittance.

Course Load/Overload

Master of Science courses are sequenced for full-time study. Courses taken out of sequence may constitute an overload. Anyone wishing to exceed the maximum academic load by changing course sequence must present a formal written request for overload to the Department Director prior to registration. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of incomplete are eligible to apply for overload. For those students who choose the thesis option, the first three (3) semester hours of the Master's Thesis (NR 697A) are not considered overload and therefore no request is required.

Student Advising

Students are assigned an academic advisor upon admission who assist them with planning their program of study. Students and advisors sign a Degree Plan by the end of the first semester. Advisors counsel students on meeting the requirements for the graduate program; however, it is the students responsibility to schedule advising appointments and to complete all degree requirements.

Thesis Option

For students who elect to complete the Thesis Option a list of fac-

ulty eligible to serve on a thesis committee and their research will be made available. Students should identify themselves to the Post-Licensure Program Chair. The Thesis Option is available only to classroom-based students.

Second Specialization

A Master of Science degree in Nursing graduate who wishes to return for a second specialization must complete another application and the required courses for the new specialization. A second degree option is not available in the Master of science in Nursing program. A certificate for the specialization earned is awarded upon completion of the requirements.

Transfer of Credit Policy and Procedure

Acceptance of transfer credit is at the discretion of the appropriate Program Chair. Transfer credits are considered only for courses taken at regionally accredited colleges and universities and for course work for which a letter grade not less than a "B-" was earned. Courses older than three (3) years must be reviewed by the appropriate Program Chair. All requests for transfer credit should be submitted before beginning the first graduate course. Students wishing to transfer credit into the Regis University Master of Science degree in Nursing program must forward a letter stating the request and provide an official school transcript of the course work. A copy of the course syllabus is also required.

After all of the materials are reviewed, the Student Affairs Committee notifies the Master of Science Admission Counselor and the student as to the decision.

Graduation Requirements

Students graduate the semester that all requirements are met and documentation of such is received in the Rueckert-Hartman School for Health Professions-Office of the Dean by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Master of Science degree in Nursing:

- Satisfactory completion of required academic and clinical course work.
- A minimum cumulative grade point average of 3.000. A maximum of two (2) courses with a grade of "C" may count toward graduation.
- Successful completion of a comprehensive evaluation.
- Recommendation for the degree by the faculty of the Loretto Heights Department of Nursing.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

MASTER OF SCIENCE IN NURSING REQUIREMENTS

The Master of Science degree in Nursing requires completion of a minimum of thirty-nine (39) semester hours of graduate (600-level) course work for the Leadership in Health Care Systems specialization, a minimum of forty-two (42) semester hours of graduate (600-level) course work for the Neonatal Nurse Practitioner specialization and a minimum of forty-six (46) semester hours of graduate (600-level) course work for the Family Nurse Practitioner specialization. Students are also required to pass a comprehensive evaluation. Students are expected to maintain at least a 3.000 cumulative grade point average. A minimum of thirty (30) semester hours must be completed at Regis University.

LEADERSHIP IN HEALTH CARE SYSTEMS SPECIALIZATION

Total Requirements for MS Option **39 SH**

Total Requirements for MS Thesis Option **42 SH**

HCE 604/NR 690E—Ethics and Society	3 SH
NR 601—Theoretical Frameworks	3 SH
NR 602/NR 690F—Research in Nursing	3 SH
NR 608—Health Care Policy	3 SH
NR 620/NR 690G—Health Care Structure and Dynamics	3 SH
NR 622—Advanced Leadership Concepts	3 SH
NR 624—Issues in Practice	3 SH
NR 625—The Legal Environment	3 SH
Graduate Elective (600-level)	3 SH
NR 697A—Master's Thesis I*	3 SH
and	
NR 697B—Master's Thesis II*	3 SH
NR 699—Comprehensive Evaluation, Master of Science	0 SH

* Thesis is an option for classroom-based students only. Three (3) semester hours are in lieu of graduate elective.

Students select from one (1) of the following two (2) groups:

Management

NR 614/HSA 601—Foundations of Health Care Economics, Accounting and Financial Management	3 SH
NR 615/HSA 602—Applications of Health Care Economics, Accounting and Financial Management	3 SH
NR 621—Advanced Management Concepts	3 SH
NR 623E—Leadership in Health Care Systems Practicum: Management	3 SH

Education

NR 623F—Leadership in Health Care Systems Practicum: Education	3 SH
NR 646—Teaching and Learning Strategies	3 SH
NR 647—Curriculum Development	3 SH
NR 648—Evaluation Methods for Health Care Education	3 SH

NEONATAL NURSE PRACTITIONER SPECIALIZATION

Total Requirements for MS Option 43 SH

Total Requirements for MS Thesis Option 49 SH

HCE 604—Ethics and Society	3 SH
NR 601—Theoretical Frameworks	3 SH
NR 602—Research in Nursing	3 SH
NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 608—Health Care Policy	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 651—Professional Integration	3 SH
NR 652—Health Assessment for the Neonatal Nurse Practitioner	3 SH
NR 653—Genetics and Embryology for the Neonatal Nurse Practitioner	3 SH
NR 654—Advanced Practice Procedures for the High Risk Infant	2 SH
NR 656—Management of the High Risk Newborn	5 SH
NR 657—Clinical Integration for the Neonatal Nurse Practitioner	6 SH
NR 697A—Master's Thesis I*	3 SH
and	
NR 697B—Master's Thesis II*	3 SH
NR 699—Comprehensive Evaluation, Master of Science	0 SH

* Thesis is optional.

FAMILY NURSE PRACTITIONER SPECIALIZATION

Total Requirements for MS Option 46 SH

Total Requirements for MS Thesis Option 52 SH

HCE 604—Ethics and Society	3 SH
NR 601—Theoretical Frameworks	3 SH
NR 602—Research in Nursing	3 SH
NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 608—Health Care Policy	3 SH
NR 630—Advanced Health Assessment of the Family	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 642—Primary Health Care of Children and Their Families	5 SH
NR 643—Primary Health Care of Adults and Older Adults	5 SH
NR 644—Primary Health Care of Women	3 SH
NR 645—Clinical Integration Practicum	5 SH
NR 649—Acute Care Practicum	1 SH
NR 651—Professional Integration	3 SH
NR 697A—Master's Thesis I*	3 SH
and	
NR 697B—Master's Thesis II*	3 SH
NR 699—Comprehensive Evaluation, Master of Science	0 SH

* Thesis is optional.

MS COMPLETION FOR CERTIFIED NURSE PRACTITIONER

The MS Completion option is designed for certified nurse practitioners who wish to earn a Master of Science degree without changing clinical specialty.

Total Requirements for MS Option* 33 SH

Total Requirements for MS Thesis Option* 39 SH

HCE 604—Ethics and Society	3 SH
NR 601—Theoretical Frameworks	3 SH
NR 602—Research in Nursing	3 SH
NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 608—Health Care Policy	3 SH
NR 625—The Legal Environment	3 SH
NR 630—Advanced Health Assessment of the Family	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 651—Professional Integration	3 SH
Graduate Elective (600-level)	3 SH
NR 697A—Master's Thesis I**	3 SH
and	
NR 697B—Master's Thesis II**	3 SH
NR 699—Comprehensive Evaluation, Master of Science	0 SH

* A minimum of 30 semester hours of graduate (600-level) course work must be completed at Regis University.

** Thesis is optional.

OTHER OPTIONS

Master of Science in Nursing degree for Certified Nurse Practitioner. Post-master's Certificate in Dermatology, Family Nurse Practitioner, Leadership/Education, Leadership/Management and Neonatal Nurse Practitioner.

Total semester hour requirement for each applicant is individualized based on previous accredited course work and current certificate requirements.

MASTER OF SCIENCE DEGREE IN NURSING ARTICULATION FOR CERTIFIED NURSE PRACTITIONERS

The MS Articulation option allows nurse practitioners without a MS to pursue a Master of Science degree with a practitioner specialization.

The MS Articulation option is designed to provide variable academic credit based on previous nurse practitioner education, national professional certification as a nurse practitioner, and recent clinical practice in a specific nurse practitioner clinical specialty.

Total Requirements for MS Completion for Nurse Practitioner Articulation Option 37-48* SH

HCE 604—Ethics and Society	3 SH
NR 601—Theoretical Frameworks	3 SH
NR 602—Research in Nursing	3 SH
NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 608—Health Care Policy	3 SH
NR 630—Advanced Health Assessment of the Family	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 651—Professional Integration	3 SH

Specialization Courses	10-15 SH
NR 697A—Master's Thesis I**	3 SH
and	
NR 697B—Master's Thesis II**	3 SH
NR 699—Comprehensive Evaluation, Master of Science	0 SH

* A minimum of 30 semester hours of graduate (600-level) course work must be completed at Regis University.

** Thesis is optional.

POST-MASTER'S CERTIFICATE FOR NURSE PRACTITIONERS

The Post-Master's Certificate is designed for nurses who have a Master of Science or its equivalent in Nursing and wish to become a nurse practitioner pursuing a specialization in a clinical area of advanced practice nursing without earning a second Master's degree in Nursing.

Graduates who complete the practitioner specialization are eligible to sit for the National Certification Examination in their specialty area.

Total Requirement for Post-Master's Certificate

Dermatology 12 SH

NR 688E—Procedural Dermatology for the Nurse Practitioner	3 SH
NR 688F—Clinical Dermatology for the Nurse Practitioner	3 SH
NR 688G—Clinical Integration in Dermatology	6 SH

Family Nurse Practitioner 12-34 SH

NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 630—Advanced Health Assessment of the Family	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 642—Primary Health Care of Children and Their Families	5 SH
NR 643—Primary Health Care of Adults and Older Adults	5 SH
NR 644—Primary Health Care of Women	3 SH
NR 645—Clinical Integration Practicum	5 SH
NR 649—Acute Care Practicum	1 SH
NR 651—Professional Integration	3 SH

Neonatal Nurse Practitioner 19-31 SH

NR 605—Pathophysiology for Advanced Practice	3 SH
NR 607—Pharmacology for Advanced Practice	3 SH
NR 640—Advanced Practice Roles and Concepts	3 SH
NR 651—Professional Integration	3 SH
NR 652—Health Assessment for the NNP	3 SH
NR 653—Genetics and Embryology for the Neonatal Nurse Practitioner	3 SH
NR 654—Advanced Practice Procedures for the High Risk Infant	2 SH
NR 656—Management of the High Risk Newborn	5 SH
NR 657—Clinical Integration for the Neonatal Nurse Practitioner	6 SH

MASTER OF SCIENCE IN NURSING COURSE DESCRIPTIONS (NR)

NR 601. THEORETICAL FRAMEWORKS (3). Examines the theoretical basis of nursing which guides advanced nursing practice. Critiques and evaluates theories from nursing and related fields such as the natural, social, organizational, and biological sciences. Analyzes the usefulness and applicability of theory in nursing practice, research, education, and administration. Regis University, Rueckert-Hartman School for Health Professions and the Loretto Heights Nursing Department mission and goals are discussed. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 602/NR 690F. RESEARCH IN NURSING (3). Develops consumer competency and discrimination of research findings and the tools, methods and processes of research. Compares quantitative and qualitative designs, methods and analytical procedures. Critiques and compares published research findings on the basis of validity, applicability and value. Discusses informed consent and ethical issues of research. Prerequisite(s): NR 601 required for classroom-based students.

NR 605. PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (3). Utilizes a comprehensive approach addressing the underlying principles of disease processes. Includes etiology, epidemiology and theories related to pathogenesis. Focuses on the differentiation of pathophysiological findings and identification of treatment modalities.

NR 607. PHARMACOLOGY FOR ADVANCED PRACTICE (3). Provides the advanced practitioner student with an in-depth understanding of the clinical applications of drugs commonly used. Emphasizes the principles of drug action and drug therapy related to the practitioner and teacher roles. Discusses selected prototypical agents from the major drug classifications as indications for use, efficacy, therapeutic and adverse effects, monitoring parameters, dosing principles and common drug interactions.

NR 608. HEALTH CARE POLICY (3). Focuses on health care policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change, as a result of public policy and politics. Examines public health care policy emphasizing its relationship and application to advanced practice nursing, leadership roles in management, and education and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. The policy and business practices developed by hospitals and other private institutions are not included in the course objectives. Prerequisite(s): Completion of NR 622 for online students. Admission to Graduate Program in Nursing or Permission of Option Chair of Graduate Program required. Cross listing: HCA 408 and HSA 608.

NR 614. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Overviews macro and microeconomics in health care. Studies accounting theory in both the profit and non-profit health care organization for non-financial managers. Includes financial management and forecasting, budgeting, cost analysis/control and case management. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students. NOTE: Requires student to have basic skills in use of electronic spreadsheets.

NR 615. APPLICATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Applies accounting theory to profit and non-profit health care organizations. Utilizes financial forecasting, budgeting and analysis, cash management techniques, planning models, and applies concepts to management practice. Utilizes case studies. Prerequisite(s): NR 614 or HSA 604. Majors only or permission of instructor required. Cross listing: HSA 605.

NR 618. CASE MANAGEMENT IN HEALTH CARE (3). Examines the role and scope of practice for the nurse case manager. Topics include comprehensive client assessment, partnerships, monitoring and evaluation of client process, case load management, legal and ethical issues in care management and utilization.

NR 620/NR 690G. HEALTH CARE STRUCTURE AND DYNAMICS (3). Explores and analyzes classical and contemporary organizational theories and their applicability in health care. Organizational culture, mission and governance, strategic planning, private, public and integrated health care systems, and environmental issues will be examined in relation to health care organizations. Health care organizations will be evaluated using an analysis of the interplay of structure and function based on contemporary organizational theories. Prerequisite(s): Graduate standing. Liability insurance fee required.

NR 621. ADVANCED MANAGEMENT CONCEPTS (3). Examines and analyzes managerial roles of the master's prepared nurse in the context of theories, principles and processes of management and organization of nursing services. Topics include personnel issues, labor/legal issues, risk management, quality management, policy development and implementation, and managing information systems and resources. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 622. ADVANCED LEADERSHIP CONCEPTS (3). Analyzes leadership roles in relation to decision-making and strategic planning. Focuses on leadership theories and concepts, team building, motivation, negotiation, mediation, conflict management, mentorship, workforce planning, human diversity, power and communication. Prerequisite(s): Graduate standing.

NR 623E/NR 623F. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM (3). Designed for students to synthesize and analyze knowledge of leadership, management and educational principles through practical and classroom experience. One hundred and five (105) practical hours and completion of all outstanding hours of service learning for the program required. Students compare and contrast their practical experience with theory and to reflect on their service in class. Prerequisite(s): Enrollment in or completion of all Leadership in Health Care Systems emphasis courses. Liability insurance fee required. NOTE: NR 623E is designed for Management focus students and NR 623F is designed for Education focus students.

NR 624. ISSUES IN PRACTICE (3). Analyzes issues and forces that influence nursing and health care. Incorporates evaluation of nursing's contribution to social, economic, technological, legal, political, and ethical issues as they affect change and redefine health care. Topics include fiscal accountability, population demographics and diversity, advocacy and changing roles. Facilitates understanding of the complexities of issues shaping health care. Students will demonstrate synthesis of issues influencing local, state, national or international nursing and health care. Prerequisite(s): Graduate standing. Completion of all specialization course work except NR 623 and NR 699 required for online students.

NR 625. THE LEGAL ENVIRONMENT (3). Focuses on the law and the regulations pertaining to individuals and institutions that provide health care and health care education. Topics include labor and employment law, student rights and responsibilities, patient rights, and professional and organizational accountability. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 630. ADVANCED HEALTH ASSESSMENT OF THE FAMILY (3). Presents a framework for systematic data collection, precise recording, accurate physical and psychosocial assessment and communication of data reflecting the health status of the family. Facilitates an analysis of cultural, occupational, and environmental factors that are integral to an understanding of the family's physical and psychosocial well being through a holistic perspective. Liability insurance fee required.

NR 640. ADVANCED PRACTICE ROLES AND CONCEPTS (3). Addresses a variety of concepts essential to advanced nursing practice. History and role development within advanced nursing practice and primary care are examined. Family theory and dynamics integral to advanced nursing practice are explored. Standards of advanced nursing are defined and practiced.

NR 642. PRIMARY HEALTH CARE OF CHILDREN AND THEIR FAMILIES (5). Addresses well child care, and health maintenance and promotion for children from birth through adolescence. Develops skills in assessment and management of minor acute illness, chronic illness and injuries. Prerequisite(s): NR 644 or permission of Option Chair required. Fee required. NOTE: 105 clinical hours required.

NR 643. PRIMARY HEALTH CARE OF ADULTS AND OLDER ADULTS (5). Addresses health maintenance, disease prevention and health promotion for adults from young adulthood through geriatric age. Develops skill in assessment and management of minor acute illness, chronic illness and injuries. Prerequisite(s): NR 605, NR 607 and NR 630. NOTE: 105 clinical hours required. Current Regis University liability insurance is required.

NR 644. PRIMARY HEALTH CARE OF WOMEN (3). Addresses health maintenance and health promotion for women. Discusses family issues in relationship to women's health. Develops skill in assessment and management of reproductive and genitourinary conditions. Prerequisite(s): NR 643. NOTE: 105 clinical hours required. Current Regis University liability insurance is required.

NR 645. CLINICAL INTEGRATION PRACTICUM (5). Integrates advanced family nurse practitioner theory and practice. Students examine and evaluate outcomes of nursing therapeutics and collaborative management strategies in specific primary care situations. Students discuss and defend clinical data assessment and decision making. Prerequisite(s): NR 642 or permission of Option Chair required. NOTE: 315 clinical hours required. Current Regis University liability insurance is required.

NR 646. TEACHING AND LEARNING STRATEGIES IN HEALTH CARE (3). Focuses on teaching learning theory and cognitive psychology principles. Analyzes the selection and implementation of a variety of instructional methods and learning strategies, new developments in the field of nursing education and ways to use the media, computer technology, and new innovations in and out of the classroom. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 647. CURRICULUM DEVELOPMENT (3). Designed for health care providers who are or will be engaged in teaching within the professional health care setting. Focuses on curriculum development, outcomes and competencies. Curriculum design, evaluation and change are analyzed within a guiding philosophical conceptual framework and in keeping with underlying social, political, and professional factors. Emphasizes faculty role, academic performance and social responsibility of program curriculum in meeting consumer and community needs. Discusses the influence of accrediting body/certification requirements and the implementation of innovation in the field of the discipline. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 648. EVALUATION METHODS FOR HEALTH CARE EDUCATORS (3). Allows students to compare, question, and analyze numerous assessment and evaluation concepts, models, and frameworks for their applicability in the evaluation and quality assurance process of curriculum development. Explores techniques to evaluate critical thinking, communication and therapeutic skills within and outside the classroom, evaluation of students/faculty, curricula, and programs. Students compare and contrast innovations in the area of evaluation with current theory and practice. Prerequisite(s): Graduate standing. Completion of NR 646 and NR 647 required for online students.

NR 649. ACUTE CARE PRACTICUM (1). A theory, application, and skills course addressing the assessment and management of urgent patient conditions commonly encountered in primary care settings. Prerequisite(s): NR 607, NR 630 and NR 643. Permission of instructor required. Majors and minors only. Graduate standing required. Acceptance into Nursing Program required. Pass/No Pass grading only.

NR 651. PROFESSIONAL INTEGRATION (3). Integrates core concepts in nursing for the nurse practitioner. Builds on the skill set essential for independent practice. Prerequisite(s): NR 601, NR 602, NR 608, NR 640 and 75% of program requirements completed.

NR 652. HEALTH ASSESSMENT FOR THE NEONATAL NURSE PRACTITIONER (3). Presents a framework for systematic collection of a comprehensive database that includes pertinent history and physical assessments of pregnant women, neonate, and healthy child through age two. NOTE: Liability insurance fee required.

NR 653. GENETICS AND EMBRYOLOGY FOR THE NEONATAL NURSE PRACTITIONER (3). Provides a scientific foundation in embryology and genetics for practice. Analyzes the principles of human genetics, genetic testing and screening, genetic abnormalities and gene therapy for implications for the neonatal nurse practitioner.

NR 654. ADVANCED PRACTICE PROCEDURES FOR THE HIGH RISK INFANT (2). A theory, application, and skills course addressing the assessment and management of neonatal procedures commonly encountered in neonatal intensive care facilities. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. NOTE: Laboratory practicum includes procedural techniques. Lab fee required.

NR 656. MANAGEMENT OF THE HIGH RISK NEWBORN (5). Application of theory to practice in the development of a plan of care based on research evidence, pathophysiology, nursing and pharmacology principles, and protocols for the neonate. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. Fee required. NOTE: Includes precepted clinical practice.

NR 657. CLINICAL INTEGRATION FOR THE NEONATAL NURSE PRACTITIONER (6). Focuses on the integration of advanced perinatal and neonatal theory, skill competency, critical thinking and clinical management of the low and high risk neonate and family. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652, NR 653, NR 654, NR 656 or permission of instructor. NOTE: Includes precepted clinical practice.

NR 688E. PROCEDURAL DERMATOLOGY FOR THE NURSE PRACTITIONER (3). Addresses common procedures used in clinical dermatology. NOTE: 105 hours of supervised clinical experience is included. Concurrent enrollment in NR 688F required. Liability insurance required.

NR 688F. CLINICAL DERMATOLOGY FOR THE NURSE PRACTITIONER (3). Building on basic physiology and pathophysiology, this course utilizes a comprehensive approach to address the underlying principles of clinical dermatology. Etiology, epidemiology and theories related to pathogenesis of dermatology are included. Focuses on structure and function of the skin, differential diagnosis, and identification of treatment modalities for a variety of common dermatological conditions. Discusses reimbursement and insurance management issues. NOTE: Concurrent enrollment in NR 688E required.

NR 688G. CLINICAL INTEGRATION IN DERMATOLOGY (6). Focuses on skill competency and practice related to the nurse practitioner's role in dermatology. Emphasizes assessment, differential diagnosis, management, and patient education of common dermatological disorders as well as health maintenance in dermatology. Students

evaluate outcomes of advanced nursing therapeutics, collaborative management strategies, and ethical decision making in managing dermatological conditions. The clinical practicum experience, under the direct supervision of a preceptor, provides advanced integration of diagnostic and therapeutic competency within a collaborative practice model in dermatology. NOTE: 420 clinical hours required.

NR 690I-W. INDEPENDENT STUDY IN GRADUATE NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and permission of Option Chair required.

NR 695. CULTURAL DIVERSITY IN HEALTH CARE (3). Explores the components of cultural competence in health care. Issues related to cultural diversity in health and illness are discussed and analyzed. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: NR 495.

NR 696. MASTER'S PROJECT (3). Offers students an opportunity to develop an independent scholarly project to explore or research a relevant professional nursing topic. Prerequisite(s): NR 602. Majors only. NOTE: No concurrent course work required.

NR 697A. MASTER'S THESIS I (3). Provides an opportunity for completion of a thesis representing original work as a result of research. Students must submit a written proposal for approval by the faculty chair of the thesis committee. Prerequisite(s): NR 602 and approval of the Coordinator of Graduate Education. Majors only. NOTE: An "IP" (in progress) grade is assigned for NR 697A since the thesis is designed to be completed over more than one semester. A letter grade is assigned after completion of NR 697B. Classroom-based students only.

NR 697B. MASTER'S THESIS II (3). Completion and defense of thesis begun in NR 697A. Prerequisite(s): NR 697A. NOTE: A letter grade is assigned for both NR 697A and NR 697B after completion of NR 697B. Classroom-based students only.

NR 699. COMPREHENSIVE EVALUATION, MASTER OF SCIENCE (0). Required of all students in the graduate program in Nursing. Consists of an oral component on specialization specific course content. Prerequisite(s): Completion of all graduate courses and approval of Department of Nursing Faculty required. Pass/No Pass grading only.

DOCTOR OF PHYSICAL THERAPY

PROGRAM DESCRIPTION

The professional entry program is 110 semester hours of full-time study, offered in eight (8) semesters over three (3) calendar years. Upon successful completion of the program, graduates are awarded a Doctor of Physical Therapy degree. This degree prepares students to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century. In addition, students are eligible to take the physical therapy licensure examination. Graduation requirements include completion of a research project and a capstone portfolio.

The physical therapy curriculum explores motor control and movement theory as foundation principles of PT education. Students study movement and its effects on each body system and how it relates to physical therapy management across the lifespan. Extensive study of the foundation sciences is incorporated into the

curriculum. Within an evidenced-based practice perspective, graduates apply the most current medical literature to daily clinical decisions. This model enables students to successfully link theory and application to clinical practice. Numerous faculty facilitated, small group activities are also included in the curriculum. For example, in-depth clinical problems and issues are explored in small group tutorials offered each semester in the Professional Issues series of the curriculum. These tutorials serve to extend and integrate material discussed in other courses and foster students' ability to access and apply information. Tutorials also stress development of communication, teaching skills, and ongoing personal assessment.

During clinical experiences, students have the opportunity to integrate knowledge gained from courses and to refine their skills in examination, evaluation, diagnosis, prognosis, intervention, outcomes, and communication with diverse populations. Participation in clinical rotations within the program necessitates travel to various sites outside the Denver area and across the country. Students are expected to participate in one rural experience and out of state experiences to facilitate an appreciation of various practice settings. Currently, the Department of Physical Therapy is affiliated with more than 400 facilities throughout the country and during any one rotation students are given choices within a select subset of these sites.

ADMISSION

All applicants are reviewed by the Department of Physical Therapy Admission Committee. At the discretion of the Committee, other faculty may be consulted. If students meet the following criteria to the satisfaction of the Department of Physical Therapy, they are considered for acceptance into the graduate program and invited for a personal interview.

1 Criteria for admission are as follows:

- Completion of a baccalaureate degree prior to matriculation with a major in a field other than physical therapy from an accredited institution of higher education. No academic major is given priority consideration during the selection process.
- Completion of prerequisite course work with a minimum grade of "B-" or above in each prerequisite course preferred (further details are listed under the "Admissions Prerequisites" heading in the section). Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.
- Demonstration of an undergraduate cumulative grade point average of 3.000 on a 4.000 scale preferred.
- Demonstration of familiarity with the profession of physical therapy.
- Evidence of potential for success in graduate education.

- Evidence of potential for success as a professional in the field of physical therapy.

2 Applicants must also have the following information on file:

- Official transcripts of all academic work since high school.
- Three (3) letters of recommendation from persons well suited to evaluate qualification for graduate study and/or physical therapy. One (1) recommendation must be completed by a licensed physical therapist and one recommendation must be completed by a college level faculty. Personal letters of recommendation are not accepted.
- Official GRE Scores: Analytical Writing, Quantitative and Verbal.
- Course record form.
- Completion of prerequisites.

3 Applicants are ranked for admission according to the following criteria:

- Prerequisite grade point average.
- Cumulative grade point average.
- Recommendation scores.
- GRE scores.
- Completion of highly recommended courses.
- Earned baccalaureate degree from Regis University.
- Regis University undergraduate students with an Exercise Science minor receive preferred admittance to the Doctoral Program in Physical Therapy.

4 Applicants with the highest rank are invited for an interview with the members of the faculty.

5 Since the number of qualified applicants exceeds available slots, the committee selects a diversified student group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Physical Therapy, the Rueckert-Hartman School for Health Professions or Regis University. Also, adherence to the "Code of Ethics, Guide to Professional Conduct," and "Standards of Practice for Physical Therapy" as described by the American Physical Therapy Association is required for all students in the program.

NOTE: All documents submitted during the application process become the property of Regis University.

Admission on Probation

In rare cases, students are admitted to the program on probation. If this is the case, the student must follow the conditions listed in the Academic Standing section of this *Bulletin*.

Conditional Admission

Students who may not have fully completed prerequisite course work at the time of admission may be accepted into the program pending successful completion of prerequisite courses with a grade of "B" or higher. Students must submit official transcripts demonstrating that the conditional requirements have been met prior to the first day of regular classes.

Prerequisites

Prerequisite course work must be completed prior to matriculation into the Department of Physical Therapy. The biological and physical science courses must be those designated for science majors.

Descriptive and Inferential Statistics	3 SH
English Composition/Scientific Writing	3 SH
General Chemistry (lectures and laboratories)	8 SH
General Physics (lectures and laboratories)	8 SH
Human Anatomy (lecture and laboratory)	4 SH
Human Physiology (lecture and laboratory)	4 SH
Psychology (Abnormal and Developmental are recommended)	6 SH

Other courses that are recommended but not required for admission include: Communications/Speech, Motor Control, Research Methods, Neuroscience, Advanced Statistics, Biomechanics, Exercise Physiology, Motor Learning, and Psychology of Sport.

Computer Literacy

Students need to be computer literate prior to entering the program. These skills include the use of Windows word processing programs such as Microsoft Word; the use of spreadsheets, preferably Excel; and the use of data management programs such as Microsoft Access. Skills in the use of graphics programs such as Harvard Graphics or Sigmaplot are highly recommended. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs at colleges, universities and neighborhood schools, or through private companies. Although evidence of course work for academic credit is not required, it is highly recommended.

Students are assigned a RegisNet e-mail account in their first semester of the program. This Regis e-mail address will be used for departmental, School, and University communication. Students are expected to be literate in using e-mail, Internet and database services. Each student is expected to have a personal computer/printer and an Internet service provider at home, have Internet capabilities while on clinical rotations, and have a personal digital assistant (PDA).

Non-Degree Seeking Students

Students seeking admission as a non-degree seeking special student must:

- Provide official documentation of a baccalaureate degree and/or a Physical Therapy degree from a regionally accredited college or university when pursuing advanced study in physical therapy.
- Have appropriate work experience.
- Meet prerequisite requirements.

A maximum of six (6) semester hours may be taken. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the Department Director.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Courses taken by non-degree seeking special students are for academic advancement and may apply to a degree offered by the Department of Physical Therapy only if the courses are appropriate, taken on a graded basis and the student has approval of the Department Director.

ADVISING

A faculty academic advisor is assigned to all entering physical therapy students. The student and advisor sign a Degree Plan for the graduate course work by October 15th of the student's first semester. Advisors must also sign the Degree Plan prior to the student's graduation to confirm that the student has completed the course work stated in the Degree Plan and is eligible for graduation.

Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression through the program as necessary. Students are required to schedule appointments with their advisor on a semester basis to facilitate ongoing dialogue and address graduation requirements throughout their studies. Advisors may or may not serve as the student's research project advisor depending on the topics of choice. Conflicts with the assigned advisor must be presented in writing to the Department Director.

ACADEMIC INFORMATION

Program Progression

A student needs a minimum grade of "C+" or better in each course in order to progress in the Physical Therapy Program. If a grade of "C" or "C-" is received in any of the course requirements, the student must remediate the course within the following semester in order to progress (for specifics, see Remediation in this section of this *Bulletin*). Students may participate in clinical education rotations during semester IV while remediating a grade of "C" or "C-". Doctor of Physical Therapy students may not par-

ticipate in any subsequent clinical education rotation until remediation of a grade of "C" or "C-" in a previous semester course is completed. It should be noted that failure to participate in a clinical education experience may limit a student's ability to continue participation in the program within the present schedule. Since courses are offered once a year, this may necessitate stopping out until the next academic year.

Add/Drop

Students follow the add/drop policy dates published in the General Information section of this *Bulletin*. Requests to drop a course require the signature of the Department Director. Students who drop a course must understand that this jeopardizes their ability to continue in the program.

Remediation

A grade of "C" or "C-" for a course must be remediated. The initial grade will be changed to a "C+" following successful remediation of the "C" or "C-" grade. Grades of "D" or "F" for a course cannot be remediated. Refer to the academic suspension section in this *Bulletin* for consequences. The process of remediation begins the first week of the semester following receipt of a grade of "C" or "C-". During this week, a remediation contract with input from the student and instructor is developed that outlines format, content and evaluation method for the remediation. This contract is finalized and signed by the student, instructor, and Department Director.

The agreed upon remediation must be successfully completed by the end of the semester following the receipt of an unsatisfactory grade. Failure to successfully complete the remediation process by this time cancels the student's ability to participate in a clinical education experience. An exception to this policy is available during semester IV. Students may participate in DPT 750—Clinical Education I while remediating a "C" or "C-" grade. Students may not participate in any subsequent clinical education rotations until remediation for a "C" or "C-" in a previous semester course is completed.

Students should be aware that completion of a remediation must occur at least nine (9) days prior to the start of the clinical education rotation. It should be noted that failure to participate in a clinical education experience may limit a student's ability to progress through the remainder of the curriculum. (Since courses are offered once a year, this may necessitate stopping out until the next academic year.) Students should refer to the Progression and Retention heading in this section of this *Bulletin* for consequences. If the initial remediation is not successful, one (1) more remediation is allowed. However, this may also necessitate stopping out until the next academic year if the remediation is not completed by the end of the semester. If this remediation is not successful, the student is considered to have an unremediated "C" or "C-" and is suspended from the program.

Course Overload

A student may participate in independent study as a course overload for any term with the permission of the faculty of record, the advisor and the Department Director.

Transfer Credit

Credit transfers are not accepted in the professional entry Doctor of Physical Therapy program.

Academic Withdrawal

A student who chooses to withdraw from the Doctor of Physical Therapy program should give written notice of this decision to the Department Director. In addition, a Withdrawal form must be completed by the student and signed by the Department Director.

Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before withdrawing.
- The student returns to the program within one (1) calendar year of withdrawing.

Students who meet the criteria must submit a written request for readmission to the Department Director. Students may be required to pass a competency exam verifying retention of previous course material. If the stated conditions are not met, students must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee readmittance.

DOCTOR OF PHYSICAL THERAPY REQUIREMENTS

The following Degree requirements are effective for students entering the Doctor of Physical Therapy Program in Fall 2005.

Total Degree Requirements	110 SH
YEAR I	48 SH
Fall Semester	16 SH
DPT 701—Human Anatomy and Histology	6 SH
DPT 703—Biomechanics	3 SH
DPT 708—Management Applications of Physiology: MAP I	3 SH
DPT 770—Professional Issues/Case Management I	1 SH
DPT 776—Critical Inquiry	3 SH
Spring Semester	18 SH
DPT 704—Neuroscience	4 SH
DPT 705—Kinesiology I	3 SH
DPT 706—Movement Science	2 SH
DPT 710—Pharmacology	2 SH
DPT 730—Physical Therapy Examination	3 SH
DPT 732—Management Applications of Physiology: MAP II	4 SH
Summer Semester	14 SH
DPT 707—Kinesiology II	3 SH
DPT 714—Psychosocial Aspects of Healthcare	3 SH
DPT 733—Musculoskeletal Management I	3 SH
DPT 771—Professional Issues/Case Management II	2 SH

DPT 790—Evidence Based Practice I	2 SH
DPT 795—Integrated Clinical Exam I	0 SH

YEAR II 42 SH

Fall Semester 14 SH

DPT 712—Diagnostic Imaging and Procedures	2 SH
DPT 734—Musculoskeletal Management II	3 SH
DPT 736—Neurological Management I	3 SH
DPT 750—Clinical Education I	2 SH
DPT 772—Professional Issues/Case Management III	1 SH
DPT 796—Integrated Clinical Exam II	0 SH
HCE 709—Health Care Ethics for Physical Therapists	3 SH

Spring Semester 17 SH

DPT 735—Musculoskeletal Management III	5 SH
DPT 737—Neurological Management II	5 SH
DPT 738—Management Applications of Physiology: MAP III	5 SH
DPT 773—Professional Issues/Case Management IV	1 SH
DPT 791—Evidence Based Practice II	1 SH
DPT 797—Integrated Clinical Exam III	0 SH

Summer Semester 11 SH

DPT 715—Health Care Policy	2 SH
DPT 731—Differential Diagnosis	3 SH
DPT 739—Advanced Exercise Prescription	2 SH
DPT 751—Clinical Education II	4 SH
DPT 774—Professional Issues/Case Management V	1 SH

YEAR III 20 SH

Fall Semester 12 SH

DPT 716—Business Management	3 SH
DPT 752—Clinical Education III	5 SH
DPT 775—Professional Issues/Case Management VI	1 SH
DPD 780E-W—Topics in Physical Therapy I	1 SH
DPT 781E-W—Topics in Physical Therapy II	1 SH
DPT 792—Evidence Based Practice III	1 SH
DPT 798—Comprehensive Exam	0 SH

Spring Semester 8 SH

DPT 753—Clinical Education IV	6 SH
DPT 793—Evidence Based Practice IV	1 SH
DPT 799—Physical Therapy Capstone	1 SH

DOCTOR OF PHYSICAL THERAPY COURSE DESCRIPTIONS (DPT)

DPT 701. HUMAN ANATOMY AND HISTOLOGY (6). Examines normal gross anatomy and histology across the lifespan. Explores relationships of the musculoskeletal, nervous, integumentary, and cardiopulmonary systems at the cellular, tissue, organ, and system level. Neuromusculoskeletal embryology is included. Co-requisite: DPT 770. NOTE: Laboratory includes cadaver dissection.

DPT 702. HUMAN PHYSIOLOGY (3). Studies physiological function of the human with emphasis on regulation and integration of the nervous, musculoskeletal, cardiovascular, and respiratory systems at the cellular, organ, and systems level. Addresses the immune, genitourinary, endocrine, and reproductive systems. Discusses the physiological foundation of theories and principles to clinical practice. Co-requisite: DPT 770.

DPT 703. BIOMECHANICS (3). Investigates the structure and function of bone, cartilage, connective tissue, and skeletal muscle properties during the production of movement. Involves videographic and body diagram analysis to evaluate the kinematics and kinetics of movement. Co-requisite: DPT 770.

DPT 704. NEUROSCIENCE (4). Studies the structure/function of the nervous system across the lifespan. Includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control as well as introduces pathology and basic examinations of these systems. Co-requisite: DPT 771. Prerequisite(s): DPT 701 and DPT 702. NOTE: Laboratory included.

DPT 705. KINESIOLOGY I (3). Studies relationships of kinematics, kinetics and muscle function of single and multi-axis joints of the extremities and spine. Compares and contrasts joint structure versus connective tissue arrangements. Co-requisite: DPT 771. Prerequisite(s): DPT 701 and DPT 703. NOTE: Laboratory includes principles and methods of muscle activity measurement and refinement of movement.

DPT 706. MOVEMENT SCIENCE (2). Investigates the theoretical principles of motor learning and motor control. Analysis of the motor behavior approach to movement science and clinical intervention is discussed. Co-requisite: DPT 704. NOTE: Laboratory included.

DPT 707. KINESIOLOGY II (4). Analyzes neural recruitment of muscle, kinematic and kinetic characteristics of multi-joint movement patterns including motor development across the lifespan. Addresses static and dynamic postures of work and play, balance and gait. Co-requisite: DPT 772. Prerequisite(s): DPT 705. NOTE: Laboratory included.

DPT 708. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP I (3). Studies physiologic principles necessary for physical activity, physiologic changes and adaptations that occur with exercise and the associated effects of physical activity on health and wellness across the lifespan. Addresses measurement of fitness and development of training programs to improve physical fitness. Co-requisite: DPT 770. NOTE: Laboratory included.

DPT 710. PHARMACOLOGY (2). Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions. Emphasizes knowledge of the relationship between medications and physical therapy interventions to improve patient/client outcomes.

DPT 712. DIAGNOSTIC IMAGING AND PROCEDURES (2). Introduces the foundations and principles of diagnostic imaging and procedures used in clinical management to include radiographic imaging, MRI and electrophysiologic studies. Rationales and guidelines for examination selection are discussed. Performs nerve conduction and needle EMG studies. Examines basic interpretation of diagnostic imaging as well as interpretation of EMG and nerve conduction studies. Co-requisite: DPT 772. Prerequisite(s): DPT 701. NOTE: Laboratory included.

DPT 714. PSYCHOSOCIAL ASPECTS OF HEALTHCARE (3). Examines common psychological attitudes and responses to illness and disability as influenced by cultural or ethnic background. Modifies physical therapy approach addressing the meaning of injury or illness to the individual. Explores the awareness and interventions for at-risk populations. Co-requisite: DPT 733, DPT 771, DPT 790. Prerequisite(s): DPT 730 and DPT 732.

DPT 715. HEALTH CARE POLICY (2). Explores major forms of health care delivery and how they interact with physical therapy services. Investigates practice settings, organizational structures, reimbursement mechanisms, and the impact of managed care from a fiscal, quality, and legal perspective. Co-requisite: DPT 716. Prerequisite(s): DPT 709, DPT 751 and DPT 775.

DPT 716. BUSINESS MANAGEMENT (3). Introduces principles of strategic planning, market analysis, personnel, fiscal, and total quality management through development of a business plan. Applies legal boundaries and ethical guidelines related to service provision issues. Co-requisite: DPT 715. Prerequisite(s): HCE 709, DPT 751 and DPT 775.

DPT 730. PHYSICAL THERAPY EXAMINATION (3). Introduces physical therapy examination, evaluation, and diagnosis within a clinical decision making framework referencing the Guide to Physical Therapist Practice. Co-requisite: DPT 771. Prerequisite(s): DPT 701, DPT 702 and DPT 703. NOTE: Laboratory included.

DPT 731. DIFFERENTIAL DIAGNOSIS (3). Advances differential diagnosis skills with emphasis on patients/clients with complex presentations. Explores the clinical decision making role of a primary care practitioner by performing a thorough systems review to differentiate dysfunction within the scope of PT practice from those that indicate referral to other practitioners. Prerequisite(s): DPT 734, DPT 736, DPT 737 and DPT 738. NOTE: Laboratory included.

DPT 732. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP II (4). Studies physiology and pathophysiology of the cardiovascular and pulmonary systems across the lifespan. Incorporates physiologic principles in the physical therapy management of patients with cardiovascular and pulmonary conditions. Prerequisite(s): DPT 708. NOTE: Laboratory included.

DPT 733. MUSCULOSKELETAL MANAGEMENT I (3). Initiates the examination, evaluation and intervention strategies for patients/clients with musculoskeletal problems of the lower extremities. Discusses interventions such as therapeutic exercise, manual therapy, physical agents and electrotherapeutic modalities selected for a wide variety of conditions of the spine and peripheral joints are discussed. Co-requisite: DPT 732 and DPT 772. Prerequisite(s): DPT 730. NOTE: Laboratory included.

DPT 734. MUSCULOSKELETAL MANAGEMENT II (3). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to musculoskeletal dysfunction of the upper extremity, cervical, TMJ, and thoracic spine across the lifespan. Co-requisite: DPT 773. Prerequisite(s): DPT 732 and DPT 733. NOTE: Laboratory included.

DPT 735. MUSCULOSKELETAL MANAGEMENT III (5). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients with musculoskeletal dysfunction of the lumbar, pelvic, and lower extremity across the lifespan. Topics include: women's health, emergency trauma care, ergonomic assessment, amputations, prosthetics, orthotics, and bracing. Co-requisite: DPT 774. Prerequisite(s): DPT 710, DPT 712, DPT 732 and DPT 734.

DPT 736. NEUROLOGICAL MANAGEMENT I (3). Studies the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Co-requisite: DPT 773. Prerequisite(s): DPT 706 and DPT 732. NOTE: Laboratory included.

DPT 737. NEUROLOGICAL MANAGEMENT II (5). Continues the study of interventions for individuals across a lifespan with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes evidence-based clinical decision making for examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Co-requisite: DPT 774. Prerequisite(s): DPT 736. NOTE: Laboratory included.

DPT 738. COMPLEX SYSTEM MANAGEMENT (3). Studies management of patient disorders that have complex etiologies and involve multiple systems including integumentary, immune, metabolic disorders, neoplasms, and neonatal problems. Discusses principles of prevention, examination, evaluation, diagnosis, prognosis, intervention and outcomes. Co-requisite: DPT 775. Prerequisite(s): DPT 732. NOTE: Laboratory included.

DPT 750. CLINICAL EDUCATION I (2). Focuses on examination, evaluation, and intervention techniques in a clinical setting. Utilizes written and oral interpersonal communication skills with patients/clients, family, and other staff. Emphasizes professional socialization, self-assessment, and critical thinking. Co-requisite: DPT 772. Prerequisite(s): DPT 713, DPT 732 and DPT 733. Pass/No Pass grading only.

DPT 751. CLINICAL EDUCATION II (4). Emphasizes application of comprehensive prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcome strategies for clients with cardiopulmonary, musculoskeletal, and/or neuromuscular problems in a clinical setting. Requires refinement of interpersonal communication skills, role delineation, and professional behaviors. Co-requisite: DPT 774. Prerequisite(s): DPT 732, DPT 735, DPT 737, DPT 738 and DPT 750. Pass/No Pass Grading only.

DPT 752. CLINICAL EDUCATION III (5). Focuses on the integration and application of all previous course and clinical work in relationship to the development, enhancement, and restoration of movement function, the prevention of movement dysfunction, and non-patient care opportunities. Prerequisite(s): DPT 751. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Length and timing of clinical placements at any one facility may vary.

DPT 753. CLINICAL EDUCATION IV (6). Continues the focus of DPT 752. In addition to the refinement of critical thinking and clinical decision making, emphasizes the autonomous practice and professional socialization in the clinical setting. Non-patient care opportunities will also be included. Prerequisite(s): DPT 751. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Time may be divided into a number of clinical placements of varied lengths and practice settings.

DPT 760E-W. INDEPENDENT STUDY IN PHYSICAL THERAPY (1-6). Advanced study in specific topic of interest in the areas of practice, research, or education developed by contract and conducted under the supervision of a faculty member. This is an optional course that is offered with the permission of the faculty. Prerequisite(s): Graduate standing and permission of instructor required.

DPT 770. PROFESSIONAL ISSUES/CASE MANAGEMENT I (1). Begins a series of six courses. Introduces mission and philosophy, curriculum model, and service learning. Explores student values, principles of teaching, learning and aspects of professionalism. NOTE: Laboratory and service learning included.

DPT 771. PROFESSIONAL ISSUES/CASE MANAGEMENT II (2). Introduces health care delivery systems, regulation of and legal requirements for clinical practice and documentation and the role of the physical therapist and physical therapist assistant. Uses evidences from the literature and other available sources to discuss clinical situations in small group tutorials with faculty facilitation. These tutorials use problem-based learning concepts. Expands application of communication and teaching/learning theory. Prerequisite(s): DPT 770. NOTE: Laboratory and service learning included.

DPT 772. PROFESSIONAL ISSUES III (2). Expands concepts of problem-based learning using patient scenarios. Discusses aspects of diversity, scope of practice, and professionalism in the clinical setting. Prerequisite(s): DPT 771. NOTE: Laboratory and service learning included.

DPT 773. PROFESSIONAL ISSUES IV (1). Uses patient scenarios to further develop evidence-based clinical decision making skills. Explores methods to refine communication skills. Prerequisite(s): DPT 772. NOTE: Laboratory and service learning included.

DPT 774. PROFESSIONAL ISSUES V (2). Continues problem-based learning using patient scenarios. Further explores the mission thread of the curriculum. Prerequisite(s): DPT 773. NOTE: Laboratory and service learning included.

DPT 775. PROFESSIONAL ISSUES VI (1). Addresses patient issues related to musculoskeletal, neuromuscular, and complex case management. Discusses resume and interviewing skills. Reflection on the opportunity to be change-agents in the PT profession for the DPT and EBP. Prerequisite(s): DPT 774. NOTE: Laboratory and service learning are required.

DPT 776. CRITICAL INQUIRY (3). Explores research methodologies used in basic and clinical research in health care. Examines descriptive and inferential statistics with particular focus on statistical aspects of evidence-based practice. Addresses literature searches and critical analysis of research reports. Co-requisite: DPT 770.

DPT 780E-W. TOPICS IN PHYSICAL THERAPY I (1). Advances study in topics of interest related to physical therapy practice. Prerequisite(s): DPT 732, DPT 735, DPT 737, DPT 738 and DPT 750.

DPT 781E-W. TOPICS IN PHYSICAL THERAPY II (1). Advances study in topics of interest related to physical therapy practice. Prerequisite(s): DPT 780E-W.

DPT 790. EVIDENCE BASED PRACTICE I (2). Introduces processes for clinical research outcome and practice pattern monitoring. Studies ethical constraints and obligations when conducting research. Provides practice of data analysis, selection of key examination and outcome measurement tools. Initiates data collection process to be used during the first clinical experience. Prerequisite(s): DPT 776.

DPT 791. RESEARCH PROJECT II (1). Begins research project data collection and analysis under the guidance of faculty advisors. Prerequisite(s): DPT 790.

DPT 792. RESEARCH PROJECT III (1). Completes research project data collection and analysis, and revision of the final paper under the guidance of faculty advisors. Prerequisite(s): DPT 791.

DPT 793. RESEARCH PROJECT IV (2). Prepares and presents research in public forum and final paper in manuscript format under the guidance of faculty advisors. Prerequisite(s): DPT 792.

DPT 795. INTEGRATED CLINICAL EXAM I (0). Practical exam administered two (2) weeks prior to semester end in the format of an OSCE (objective structured clinical exam) with multiple stations. Serves to evaluate psychomotor and clinical decision making skills integrating content from all previous and current semesters. Co-requisite: DPT 707, DPT 733, DPT 771. Pass/No Pass Grading only.

DPT 796. CAPSTONE (1). Focuses on completion of Capstone experiences such as professional socialization, case report presentations, sharing of clinical inservices, and submission of research for publication. Prerequisite(s): DPT 716, DPT 738, DPT 753, DPT 775, DPT 793 and DPT 799.

DPT 799. COMPREHENSIVE EXAM (0). Administered following the completion of all academic requirements of the curriculum with the exception of completing clinical case reports, other clinical education requirements and capstone course. Serves as the component of the capstone experience that measures success of curricular outcomes and prepares the student for the licensure examination.

TRANSITION DOCTOR OF PHYSICAL THERAPY

PROGRAM DESCRIPTION

The Transition Doctor of Physical Therapy program ranges from twenty-four to forty-five (24-45) semester hours in length, depending on the student's degree status. The program has a rolling admission, allowing students to enter into the program at various time points throughout the year. In addition, the courses are each three (3) semester hours, have the flexibility of being offered primarily online, and can be taken in a variety of sequences. Upon successful completion of the program, graduates receive a Doctor of Physical Therapy degree, which prepares them to be autonomous general practitioners equipped with the tools necessary to practice physical therapy in the 21st century.

The Transition Doctor of Physical Therapy curriculum is primarily focused on augmenting the knowledge and skills of currently practicing physical therapists to those at the professional entry Doctor of Physical Therapy level. A secondary focus of the curriculum incorporates the evidence-based practice model into clinical decision making. This model allows clinicians to integrate theory and literature based evidence supporting clinical decision making into their already established patient management scheme. For example, client/patient scenarios allow students to explore alternative approaches to daily clinical decisions.

ADMISSION

Prior to being formally admitted in the Transition Doctor of Physical Therapy program, a student may take up to six (6) semester hours (two courses) at Regis University as a Special Student. To be considered for admission, the applicant must meet the following minimum requirements:

- Completion of the tDPT application form.
- Evidence of current and valid Physical Therapy licensure in the United States.
- Evidence of current APTA membership.
- Submission of official transcripts indicating successful completion of an entry-level Physical Therapy degree from an accredited Physical Therapy program.
- Submission of two (2) letters of recommendation.

- Submission of a one (1) page essay that discusses how achievement of a Doctor of Physical Therapy degree is expected to change the applicant's professional practice.

Admission on Probation

Physical therapists can take up to two (2) courses while in Special Student status prior to being accepted into the program.

Computer Literacy

Due to the online format of the courses in the Transition Doctor of Physical Therapy, students need to be proficient in several areas of computer applications. In addition to the applications found in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook), students are expected to be comfortable navigating web pages using common Internet browsers, attach documents to e-mails, and participate in online discussion groups. Similarly, it is expected that students will have a home computer that has Internet access, preferable high-speed (broadband) access, although this type of access is not required. Potential students should consult with a Department advisor for more specific details. All students undertaking the Transition Doctor of Physical Therapy program online must have ready access to a computer system compliant with RSHSHP systems requirements and configuration for WebCT 4.0 (consult the Webpage for further information at www.regis.edu/rhshpspecs).

Non-Degree Seeking Students

Students seeking admission as a non-degree seeking Special Student must:

- Provide official documentation of a baccalaureate degree and/or a Physical Therapy degree from a regionally accredited college or university when pursuing advanced study in physical therapy.
- Have appropriate work experience.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Courses taken by non-degree seeking Special Students are for academic advancement and may apply to a degree offered by the Department of Physical Therapy only if the courses are appropriate, taken on a graded basis and the student has approval of the Transition DPT Chair.

ADVISING

A faculty advisor is assigned to all entering physical therapy students. The student and advisor sign a Degree Plan for the graduate course work by the end of the student's first course in the program. Advisors must also sign the Degree Plan prior to the student's graduation to confirm that the student has completed the course work stated in the Degree Plan and is eligible for graduation. Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression

through the program as necessary. Conflicts with the assigned advisor must be presented in writing to the Transition DPT Chair.

ACADEMIC INFORMATION

The Transition Doctor of Physical Therapy program consists of online and weekend-based courses in an accelerated eight (8) week model.

- CAPSTONE Project is required.
- MS graduates can complete this degree in thirty-three (33) semester hours, and physical therapists with baccalaureate degrees in forty-five (45) semester hours. A twenty-four (24) semester hour accelerated track is available for Regis University graduates who initiate the tDPT program within five (5) years of graduation. Regis University graduates should contact the Department for specifics of this accelerated track.
- Opportunities are available for awarded credit based on previous career accomplishments. These are evaluated in light of previous educational experience, specialty certifications and professional experience.

Transition Doctor of Physical Therapy students are held to the same academic progression and standing requirements as the Doctor of Physical Therapy student.

Course Overload

Since students in the program are expected to be practicing as a physical therapist while in the program, students will typically not take more than two (2) courses per eight (8) week session.

Transfer of Credits

It is likely that some individuals will be able to transfer credits from other universities. The Department considers these requests using established Regis University guidelines that permit students completing graduate degrees to transfer in up to 20% of total credits toward a graduate degree. Maximum transfer credit is allowed for the tDPT as follows:

Three (3) semester hours for Regis University Master of Science in Physical Therapy alumni—twenty-four (24) credit option.
Six (6) semester hours for non-Regis University Master of Science Physical Therapy graduates—thirty-three (33) credit option.
Nine (9) semester hours for Bachelor of Science Physical Therapy/Certificate Physical Therapy graduates—forty-five (45) credit option.

Awarded Credits

Physical therapists with advanced national specialty certifications may be eligible for awarded credits applied to their degree in lieu of transfer credit for up to 20% of the program. This credit will be held in escrow until the student has completed 75% of his or her specified degree plan. Examples of these certifications include APTA Specialty Certifications and National Manual Therapy

Certifications. Awarded credit is determined by the Department on an individual certification basis, depending on rigor and appropriateness of match to the courses within the curriculum. To assist in this process, the Department uses the APTA-developed Physical Therapy Evaluative Tool (PTET) to help ensure objectivity and efficiency in awarding credit.

For additional policies related to academic progression, academic withdrawal and academic standing and penalty students should refer to the Doctor of Physical Therapy section of this *Bulletin*.

TRANSITION DOCTOR OF PHYSICAL THERAPY DEGREE REQUIREMENTS

Core Courses for MS Prepared Physical Therapist 33 SH

DPT 708T—Health and Wellness in PT Practice	3 SH
DPT 711T—Essentials in Pharmacology and Radiology	3 SH
DPT 713T—Dynamics of Physical Therapy Practice	3 SH
DPT 731T—Differential Diagnosis in PT Practice	3 SH
DPT 739T—Clinical Decision Making in PT Practice	3 SH
DPT 740T—Advanced Clinical Decision Making in PT Practice	3 SH
DPT 762T—Mentoring in PT Practice	3 SH
DPT 770T—Professional Development	3 SH
DPT 799T—Capstone Project	0 SH
HCE 709T—Leadership and Ethics for Physical Therapists	3 SH

Core includes two (2) of the following management courses:

DPT 741T—Management of Lumbosacral Disorders	3 SH
DPT 742T—Management of Cervical and Thoracic Disorders	3 SH
DPT 743T—Management of Neurological Disorders I	3 SH
DPT 744T—Management of Neurological Disorders II	3 SH
DPT 745T—Management of Lower Extremity Disorders	3 SH
DPT 746T—Management of Upper Extremity Disorders	3 SH

Electives

DPT 760T—Independent Study in Physical Therapy	3 SH
DPT 776T—Research Design and Biostatistics	3 SH
DPT 782E-W—Topics in Physical Therapy (tDPT)	3 SH

NOTE: Physical Therapists who are Regis University graduates or who earned a Bachelor of Science in Physical Therapy should consult the Program Chair or advisor for Core course requirements.

TRANSITION DOCTOR OF PHYSICAL THERAPY COURSE DESCRIPTIONS (DPT)

STUDENTS MUST HAVE A CURRENT LICENSE TO PRACTICE PHYSICAL THERAPY IN ORDER TO TAKE ANY OF THE FOLLOWING TRANSITION DOCTOR OF PHYSICAL THERAPY COURSES.

DPT 701T. CLINICAL ANATOMY (3). An in-depth analysis of structure/function of a body region that has a direct clinical application. Advances therapist appreciation of the normal and abnormal tissue biology that influences client/patient management. May include dissection, prosection, and clinical and anatomical imaging. NOTE: Intensive laboratory included.

DPT 703T. BIOMECHANICAL CONTROL OF HUMAN MOVEMENT (3). Critical examination of scientific evidence related to normal and pathological musculoskeletal biomechanics. Advanced study of physiology of skeletal, muscular and connective tissue compartments during the production of movement and physical therapy interventions is included.

DPT 704T. NEURAL CONTROL OF HUMAN MOVEMENT (3). Examines neuroscience underlying clinical practice related to assisting a client regain motor control. Explores theories of motor control and motor learning. Discusses systems theory of motor control and task-oriented approaches to examination and intervention of postural control, and upper and lower extremity mobility disorders.

DPT 708T. HEALTH AND WELLNESS IN PT PRACTICE (3). Incorporates the study of health and wellness for the purpose of risk identification, exercise prescription, fitness enhancement, and general health strategies. Includes motivation and cultural considerations that impact healthy lifestyle choices. NOTE: Intensive laboratory included.

DPT 711T. ESSENTIALS IN PHARMACOLOGY AND RADIOLOGY (3). Expands the clinical application of radiological and pharmacological principles in the area of physical therapy practice. Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions as they relate to physical therapy interventions. Rationales and guidelines for radiographic examination selection that augment diagnosis and collaboration with other health care providers are discussed.

DPT 713T. DYNAMICS OF PHYSICAL THERAPY PRACTICE (3). Integrates content relative to the physical therapist assuming a position of leadership and autonomous practice in an evolving health care system. Discusses roles, responsibilities and accountability considering ethical and legal analysis, health policy, and other relevant topics that advance practice.

DPT 716T. BUSINESS HEALTH CARE PRACTICE (3). Utilizes principles of business management to guide physical therapists in an environment that enhances autonomous practice. Discusses strategic planning, management, marketing and public relations strategies. Emphasizes assessment of business and patient management outcomes.

DPT 731T. DIFFERENTIAL DIAGNOSIS IN PHYSICAL THERAPY (3). Advances clinical reasoning and diagnostic skills to guide patient management decisions and indications for referral considering evidence and clinical experience. Reviews underlying biology and pathology of systems that must be considered in the role of a primary care practitioner.

DPT 739T. CLINICAL DECISION MAKING IN PT PRACTICE (3). Advances the physical therapist role as a primary care practitioner in clinical decision-making. Investigates cases using the preferred practice patterns described in the *Guide to Physical Therapist Practice* within an evidence-based practice framework.

DPT 740T. ADVANCED CLINICAL DECISION MAKING IN PT PRACTICE (3). Examines advanced decision making in clinical practice. Focuses on evidenced-based practice and incorporates the application of mechanics studies from the motor learning, motor control, neuroscience and biomechanics literature as they relate to human movement. Emphasizes clinical prediction rules, practice guidelines and self-examination of clinical practice using outcomes assessment. Prerequisite(s): DPT 739T.

DPT 741T. MANAGEMENT OF LUMBOSACRAL DISORDERS (3). Integrates manipulative intervention techniques in the management of individuals with lumbosacral disorders. Classification systems, diagnosis and outcomes assessment tools, within the framework of evidence-based practice are included. NOTE: Intensive laboratory included.

DPT 742T. MANAGEMENT OF CERVICAL AND THORACIC DISORDERS (3). Integrates manipulative intervention techniques in the management of individuals with upper quarter disorders. Includes the application of diagnostic imaging as a component of the diagnostic process. Includes classification systems and outcomes assessment tools, within the framework of evidence-based practice. NOTE: Intensive laboratory included.

DPT 743T. MANAGEMENT OF NEUROLOGICAL DISORDERS I (3). Examines theoretical basis for impairments/disabilities of the nervous system, their neurophysiological substrates, neuropathology and mechanisms of recovery. Integrates evidence-based practice with principles of examination, evaluation, diagnosis, prognosis and establishment of intervention in selected case presentations across the lifespan. NOTE: Intensive laboratory included.

DPT 744T. MANAGEMENT OF NEUROLOGICAL DISORDERS II (3). A continuation of DPT 743T.

DPT 745T. MANAGEMENT OF LOWER EXTREMITY DISORDERS (3). Integrates manual therapy and exercise intervention techniques in the management of individuals with lower extremity disorders. NOTE: Intensive laboratory included.

DPT 746T. MANAGEMENT OF UPPER EXTREMITY DISORDERS (3). Integrates manual therapy and exercise intervention techniques in the management of individuals with upper extremity disorders. NOTE: Intensive laboratory included.

DPT 760T. INDEPENDENT STUDY IN PHYSICAL THERAPY (1-3). Advanced study in specific topic of interest in the areas of practice, research, or education developed by contract and conducted under the supervision of a faculty member. This is an optional course that is offered with the permission of the faculty.

DPT 762T. MENTORING IN PT PRACTICE (3). Develops practitioners as educators within the context of physical therapy practice, incorporating teaching, learning and communication theory. Discusses applications within the clinical, academic, community, and consulting environments, with emphasis on sensitivity to the cultural and individual needs of the learner. NOTE: Certification as an APTA credentialed clinical instructor is included.

DPT 770T. PROFESSIONAL DEVELOPMENT (3). Explores foundations for developing as a reflective practitioner able to successfully expand personal roles, responsibilities, and accountability consistent with a doctoring profession. Current guides for clinical practice, concepts of informatics and clarification of professional identity, and incorporation of Jesuit values in developing personalized educational outcomes. NOTE: Intensive computer laboratory included.

DPT 776T. RESEARCH DESIGN AND BIostatISTICS (3). Reviews basic research designs (qualitative, epidemiological, quantitative). Application to clinical research in physical therapy practice through theory, design and evidence-based practice, including computerized data analysis.

DPT 782E-W. TOPICS IN PHYSICAL THERAPY tDPT (1-3). Advances study in topics of interest related to physical therapy practice, research or education.

DPT 783T. HISTOLOGY (3). Examines the scientific basis of the relationship of cell structure to function underlying the dynamic nature of cells and tissues of the human body. Tissues most relevant to the practice of physical therapists are covered.

DPT 790T. CLINICAL FELLOWSHIP PRACTICUM (3). Advanced clinical practice in manual therapy. Students are mentored in an intensive one-on-one clinical model for a minimum of 130 hours and supported by their designated mentor(s) via ongoing

online dialogue. Emphasis is placed on advanced clinical decision making, outcomes evaluation and autonomous patient management.

DPT 799T. CAPSTONE PROJECT (0). Focuses on completion of capstone experiences such as professional socialization, case report presentations, and clinical application of evidence-based practice. NOTE: Completion of all DPT course requirements. Pass/No Pass Grading only.

TRANSITION DOCTOR OF PHYSICAL THERAPY FELLOWSHIP OPTION

PROGRAM DESCRIPTION

The Fellowship in Manual Physical Therapy is designed around the Regis University Transition Doctor of Physical Therapy (tDPT) program. The program is largely distance based except for intensive weekend sessions and structured mentoring time. The Fellowship is designed for physical therapists at three (3) different educational levels: the BS-prepared physical therapist, the MS-prepared physical therapist and the DPT-prepared physical therapist. Fellowship students can concurrently work toward completing tDPT academic requirements and preparing to sit for their APTA specialty examinations in Orthopedic Physical Therapy. Upon successful completion of the Fellowship option (5 courses: 15 semester hours), graduates receive an academic certificate and will be eligible to apply for Fellowship status in the American Academy of Orthopedic Manual Physical Therapists (AAOMPT).

The curriculum is focused on integrating the current best evidence with clinical decision-making and manual therapy skills necessary for comprehensive patient management. During the course of the program admitted fellows will have a minimum of 130 hours of intensive one-on-one clinical mentoring as well as an additional 440 clinical practice hours which are supported by a designated mentor(s) via ongoing online dialogue and weekly case presentations. Emphasis will be placed on advanced clinical decision-making, outcomes evaluation, and autonomous patient management.

ADMISSION

Admission to the Fellowship is granted on a competitive basis with selections made annually.

- Currently enrolled in the Regis University tDPT program or evidence of D.P.T., D.Sc. or Ph.D. in a physical therapy related field.
- Evidence of current and valid Physical Therapy licensure in the United States.
- Evidence of current APTA membership.
- One and a half years experience in orthopedic (musculoskeletal) practice.
- Currently engaged in full-time clinical practice in this area (thus board eligible for Orthopedic Clinical Specialist Certification Examination given by the American Board of Physical Therapy Examiners).
- Evidence of commitment to advanced musculoskeletal practice, clinical research, and mentoring of physical therapy students.

Admission as a Special Student

Physical therapists can take up to two (2) courses while in a Special Student status prior to being accepted into the Fellowship Option.

Computer Literacy

Due to the online format of the courses in the Transition DPT program, students need to be proficient in several areas of computer applications. In addition to the applications found in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook), students are expected to be comfortable navigating web pages using common Internet browsers, attach documents to e-mails, and participate in online discussion groups. Similarly, it is expected that students will have a home computer that has Internet access, preferably high-speed (broadband) access, although this type of access is not required. All students undertaking the Transition Doctor of Physical Therapy program online must have ready access to a computer system compliant with RHSHS requirements and configuration for WebCT 4.0 (consult the Webpage for further information at www.regis.edu/rhshpspecs).

Non-Degree Seeking Students

Students seeking admission as a non-degree seeking Special Student must:

- Provide official documentation of a baccalaureate degree and/or a Physical Therapy degree from a regionally accredited college or university when pursuing advanced study in physical therapy.
- Have appropriate work experience.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Courses taken by non-degree seeking Special Students are for academic advancement and may apply to a degree offered by the Department of Physical Therapy only if the courses are appropriate, taken on a graded basis and the student has approval of the Transition DPT Chair.

ADVISING

A faculty advisor is assigned to all entering Transition DPT Fellowship students. The student and advisor sign a Degree Plan for the graduate course work by the end of the student's first course in the program. Advisors must also sign the Degree Plan prior to the student's graduation to confirm that the student has completed the course work stated in the Degree Plan and is eligible for graduation. Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression through the program as necessary. Conflicts with the assigned advisor must be presented in writing to the Transition DPT Chair.

ACADEMIC INFORMATION

The Transition DPT Fellowship program consists of online and weekend-based courses in an accelerated eight (8) week model.

- Fellowship requires a Capstone project and successful completion of DPT 790T—Clinical Fellowship Practicum.

Transition DPT students and Fellowship students are held to the same academic progression and standing requirements as the Doctor of Physical Therapy student.

Course Overload

Because students in the Fellowship program are expected to be practicing as a physical therapist while in the program, students will typically not take more than two (2) courses per eight (8) week session.

Transfer of Credits

It is likely that some individuals will be able to transfer credits from other universities. The Department of Physical Therapy considers these requests using established Regis University guidelines that permit students completing graduate degrees to transfer in up to 20% of total credits toward a graduate degree. Maximum transfer credit allowed for the Fellowship option is three (3) semester hours.

Awarded Credits

In general there are no awarded credits for Core Fellowship courses. Please refer to the Transition Doctor of Physical Therapy section of this *Bulletin* if concurrently enrolled in the Transition Doctor of Physical Therapy program.

For additional policies related to academic progression, academic withdrawal and academic standing and penalty students should refer to the Doctor of Physical Therapy section of this *Bulletin*.

TRANSITION DOCTOR OF PHYSICAL THERAPY FELLOWSHIP REQUIREMENTS

<i>Core Requirements</i>	15 SH
DPT 741T—Management of Lumbosacral Disorders	3 SH
DPT 742T—Management of Cervical and Thoracic Disorders	3 SH
DPT 745T—Management of Lower Extremity Disorders	3 SH
DPT 746T—Management of Upper Extremity Disorders	3 SH
DPT 790T—Clinical Fellowship Practicum	3 SH
DPT 799T—Capstone Project	0 SH
<i>Electives</i>	3 SH
DPT 760T—Independent Study in Physical Therapy (tDPT)	3 SH

NOTE: Please refer to the Transition Doctor of Physical Therapy section of this Bulletin for additional Core course requirements if concurrently enrolled in the Transition Doctor of Physical Therapy program.

SCHOOL FOR PROFESSIONAL STUDIES

SCHOOL FOR PROFESSIONAL STUDIES CAMPUS SITES

Regis University SPS campus centers are located in the following areas/communities:

COLORADO

Boulder	Denver North (Lowell Campus)
Interlocken at Broomfield	Denver Tech Center
Colorado Springs	Fort Collins

NEVADA

Las Vegas (Henderson and Summerlin Campuses)

UNDERGRADUATE DEGREE OFFERINGS

SPS Undergraduate Program
Regis University
Adult Learning Center
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4300 SPS Undergraduate Program
(800) 967-3237 SPS Undergraduate Program (toll free)
(303) 964-5539 fax

The School for Professional Studies offers undergraduate degrees with majors in the following areas. Students should consult a program representative for available learning formats and campus locations.

BACHELOR OF ARTS

Majors

- Communication
 - Specializations:*
 - Conflict Management
 - Leadership
 - Public Relations
- Liberal Arts
 - Specializations:*
 - Catholic Studies
 - English
 - Irish Studies
 - Philosophy
 - Religious Studies
- Organization Development
- Religious Studies
 - Specializations:*
 - Academic Religious Studies
 - Catholic Studies
 - Peace and Social Justice
 - Spirituality
- Social Science
 - Specializations:*
 - Economics
 - History
 - Sociology

BACHELOR OF SCIENCE

Majors

- Accounting
- Applied Psychology
- Business Administration
 - Specializations:*
 - Electronic Commerce
 - Finance
 - Human Resource Management
 - Management
 - Marketing
- Computer Information Systems
 - Specializations:*
 - Enterprise and Web Application Engineering
 - Information Systems Security
 - Object-Oriented Programming
 - Software Engineering
- Computer Networking
 - Specializations:*
 - Advanced Networking
 - E-Security
- Computer Science
- Finance
- Human Resource Management
- Marketing
- Public Administration

UNDERGRADUATE ACADEMIC CERTIFICATE

- Public Administration

GRADUATE DEGREE OFFERINGS

SPS Graduate Programs
Regis University
Adult Learning Center
Mail Code: L-16
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4300 SPS Graduate Programs
(800) 677-9270 SPS Graduate Programs (toll free)
(303) 964-5538 fax

The School for Professional Studies Graduate Programs offers seven (7) graduate degrees and twenty-three (23) graduate certificates. Students should consult a program representative for available learning formats and campus locations.

Each graduate degree is designed to address the educational needs of adult learners. The degrees vary in format, content and delivery systems, but they share a common commitment to a high quality, value-centered educational experience for adults.

All seven (7) degrees may be pursued at the Regis University Lowell Campus in Denver, at sites in addition to the Lowell Campus, or online. One degree (MA) is non-campus based, but requires limited instructional time at the Lowell Campus. The external Master of Business Administration, Master of Science in

Computer Information Technology, Master of Science in Management, and the Master of Nonprofit Management may be earned entirely through distance technology. The Master of Science in Software and Information Systems is offered by Regis University and the National University of Ireland, Galway utilizing the online format. The history, objectives, format and content of each degree are described in the section for that degree.

MASTER OF ARTS (MA)

Individually designed, multidisciplinary program.

Academic Certificates

Liberal Studies
Professional Studies

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (MACP)

Specialization:

Marriage and Family Therapy*

* Las Vegas, Nevada Campuses only.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Specialization:

Electronic Business
Finance and Accounting
General
Health Care Management (online only)
International Business
Marketing
Operations Management

Academic Certificates:

Project Management
Technical Management

MASTER OF NONPROFIT MANAGEMENT (MNM)

Academic Certificates:

Humane Management and Administration
Leadership
Pastoral Administration
Program Management
Resource Development
Social Justice, Peace and Reconciliation

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY (MSCIT)

Specialization:

Database Technology
Executive Information Technologies
Self-Selected
Software Engineering
Systems Engineering

Academic Certificates:

Database Administration with Oracle™
Database Administration with IBM DB2™
Database Development
Enterprise Java Software Development
Executive Information Technologies

Information Assurance
Software Engineering
Storage Area Networks
Systems Engineering

MASTER OF SCIENCE IN MANAGEMENT (MSM)

Specialization:

Computer Information Technology
Human Resource Management
Organizational Leadership
Project Leadership and Management

Academic Certificates:

Executive International Management
Executive Leadership
Executive Project Management
Strategic Business Management
Strategic Human Resource Integration

MASTER OF SCIENCE IN SOFTWARE AND INFORMATION SYSTEMS (MSSIS)

TEACHER EDUCATION

SPS Teacher Education Program

Regis University
Adult Learning Center
Mail Code: K-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 964-5546

The following licensure/certification options are available at the Undergraduate and Graduate levels:

- Early Childhood Education
- Elementary Education*
- Secondary Education:
 - Business
 - Drama
 - English Language Arts
 - Foreign Language (French, German or Spanish)
 - Mathematics
 - Science
 - Social Studies
 - Speech Communication Arts
- K-12 Art or Music
- Special Education Generalist (pending State approval).

The following endorsement options are available at the Graduate level only:

- Early Childhood Special Education
- Linguistically Diverse Education
- Reading Teacher (pending CDE approval)

MASTER OF EDUCATION (M.Ed.)*Specializations:*

Reading
Professional Educator
Professional Leadership

Academic Certificates:

Educational Leadership
Educational Technology
Literacy

NOTE: Limited endorsements are available at the Las Vegas, Nevada campuses.

* Las Vegas, Nevada Campuses only

SCHOOL FOR PROFESSIONAL STUDIES**GENERAL INFORMATION**

Policies in the General Information section apply to the School for Professional Studies (SPS) unless indicated in this section.

MISSION

The School for Professional Studies offers innovative, accelerated higher education for adult learners to meet their academic, professional and personal goals.

In light of the Regis University Mission, which examines the questions "How ought we to live?" we inspire and challenge a diverse community of students, faculty and staff to:

- Think skillfully, logically and critically,
- Search for truth, values and a just existence, and
- Gain knowledge and abilities necessary for distinguished professional work and leadership in service to others.

PURPOSE

The School for Professional Studies develops and administers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses for both traditional and nontraditional learners. These offerings tailor learning to the adult learner through classroom-based, guided independent study, or as distance learning delivery. The School for Professional Studies is structured to serve two general groups: those who wish to complete a program leading to a degree; and those who seek specialized training or knowledge to increase their competence in their current occupation or profession or to prepare themselves for a new occupation or profession.

PROGRAM DESCRIPTION

The Regis University School for Professional Studies recognizes that lifelong learning is integral to professional growth. No longer can the working professional survive on the assumption that the completion of a formal program in a prescribed number of years is adequate preparation for a lifetime of work. This concept must give way to a concept of lifelong education as an integral part of a career.

The teaching/learning theories and strategies of the School for Professional Studies are drawn from the growing field of andragogy—the art and science of helping adults learn. In particular, four assumptions drawn from the work of Malcolm Knowles are implemented in programs offered by the School for Professional Studies.

Changes in Self-Concept: This assumption is that, as people grow and mature their self-concept moves from one of dependency to one of increasing self-directedness. Adult learners are accustomed to making important decisions in their personal and professional lives. An educational program that seeks to meet adult learners on

a psychologically sound and healthy basis must encourage increasing self-directedness.

Role of Experience: This assumption is that, as individuals mature, they accumulate an expanding reservoir of experience that causes them to be increasingly rich resources for learning. At the same time, this reservoir of experience provides them with a broadening base from which to relate new learning. Studies of cognitive changes in the adult years give evidence that both programmed and unprogrammed experiences produce deep-seated changes in the way adults approach their thinking. Accordingly, for adult learners, effective education demands increasing emphasis on experiential techniques that tap this experience.

Readiness to Learn: This assumption is that, as individuals mature, their readiness to learn is decreasingly the product of biological development and academic pressures and is increasingly the product of the developmental tasks required for the performance of their evolving social roles. Adults, then, develop as workers, spouses, parents, organizational members and leaders, leisure time users and the like. There is no assumption that one has to sit passively by and wait for readiness to develop naturally. There are ways to stimulate readiness to learn through exposure to better models of performance, higher levels of aspiration and self-diagnostic procedures.

Orientations to Learning: This assumption is that adults tend to have a problem-centered orientation to learning. While much of a child's education is one of postponed application, adults come to education because they are experiencing some need to improve their capabilities and demonstrate their competencies with some immediacy. Adult students want to apply tomorrow what they learn today.

SERVICE LEARNING

Service Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Service Learning joins two complex concepts: community action, the "service" and efforts learn from that action and connect what is learned to existing knowledge, the "learning." Community service becomes service learning when it is connected to classroom curriculum and activities and contains opportunities for students to reflect on their experiences, thus allowing for consciousness raising and systemic change. This is particularly true for Jesuit education that has for centuries held a mission of forming men and women who seek to transform the world through service to others.

The School for Professional Studies Service Learning program seeks to assist SPS faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning program in SPS houses information regarding service learning opportunities for faculty, students and staff including a database of service opportunities and resources for curricular information. The SPS Office of Service Learning offers site referrals and consultation, faculty development, resource development, service learning newsletter and evaluation.

STUDENT LIFE

The following includes information specific for SPS students. Additional information in this area is located in the General Information section of this *Bulletin*, under the same heading.

University Ministry

University Ministry, with offices at the Denver Lowell Campus, serves the entire University community. Its goal is to assist the members of the Regis community in their search for, experience with, and celebration of, a life of faith. University Ministry strives to provide the following services: daily and Sunday celebration of the Eucharist, availability of the sacraments, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. University Ministry also rents the St. John Francis Regis Chapel for weddings, funerals and baptisms to Regis University students, staff and faculty. Its office is located in the Student Center, Room 200. Students may call (303) 458-4153 for more information.

Career Services

The Career Services department at Regis offers SPS undergraduate and graduate students a full spectrum of career services including resume critiques, job search strategies, career fairs, networking resources, and activities to assist in career and education decision making. Appointments at the distance sites are available. Workshops on job search topics are held each semester. For more information on these activities and to see our job listings, click on our website at www.regis.edu/student_resources/career_services. For an appointment or workshop schedule, call (303) 458-3508.

ACADEMIC INFORMATION

For information on student responsibility, types of credit accepted and student records, students should refer to the Academic Information section in the Regis University General Information section of this *Bulletin*.

International Students

The School for Professional Studies welcomes international students. However, the curriculum places heavy emphasis on English reading, speaking and writing skills. No exceptions to degree requirements are made.

Admission Requirements

All international students must complete the general admission requirements for the program of interest and also the following requirements:

- 1 Submission of an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based) minimum essay (TWE) score of 5, or the approved web-based score, or the Michigan Language Test (MLT) with a proficiency of 85, or

complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program. If English support services are provided by the academic program, or if the international recruiter/admissions officer determines through an alternate formal English language proficiency assessment that the student has the necessary language proficiency, the requirement for submission of the TOEFL, MLT scores, or 109-Academic may be waived by the appropriate School for Professional Studies Associate Dean.

- 2 A course-by-course evaluation of all international academic credentials from a credential evaluation service approved by the School for Professional Studies.
- 3 Completion of an interview with the admissions representative.
- 4 Submission of documentation to the program office of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., and demonstrate adequate coverage for Health Insurance in the United States, for issuance of an I-20 by Enrollment Services - Registrar. An I-20 cannot be issued until the student has been admitted by the University.

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international student apply no later than four (4) weeks before the academic period for which enrollment is intended. Application received later may not be processed in time and may have to be held for the following academic period. All documents submitted during the application process become the property of Regis University.

Financial Aid

For information on application, eligibility requirements and available funding, student should refer to Financial Aid Information in the Regis University General Information section of this *Bulletin*.

Payment of Tuition and Other Charges

Registration confirmations and invoices for related charges are mailed to student by the Enrollment Services - Student Accounts. Payment of the charges is expected before the end of the first week of the academic period. There are several payment options, and Regis personnel are available at many Regis sites to collect payment. For payment option information, students may call 1-800-388-2366, extension 4126, or locally (303) 458-4126 or stop by any University site and request a copy of the brochure, "Paying Your Tuition at Regis University." Additional information is also listed in the General Information section of this *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

Transfer Credit

An official evaluation of transfer credit will be completed only after all admissions requirements have been met, formal admission to

the University has been granted, and the student has submitted the required official credentials. Any evaluation of transfer credit completed prior to meeting all these conditions is considered unofficial.

Transfer credit policies vary for undergraduate and graduate programs in the School for Professional Studies. In order to ensure acceptance of transfer credit from other institutions once students are enrolled at Regis University, all transfer courses need prior approval of an Academic Advisor, graduate Faculty Advisor or designee. Undergraduate transfer credit with a grade of "C-" or better is accepted in transfer toward an undergraduate degree. Graduate transfer credit with a grade of "B-" or better is considered for transfer toward a graduate degree. For additional information on transfer credit, students should refer to the Transfer Credit Information in the Regis University General Information section of this *Bulletin*.

Registration

The course schedules in the School for Professional Studies are originated by the respective programs of the School. Course registration occurs through the Operations and Administrative Services Department. Students may register online via WebAdvisor, in person, by phone, fax, e-mail, or mail. Students may register and pay at any Regis University site. Students registering for Online MBA courses are required to pay and register through University Alliance.

Add/Drop

School for Professional Studies students may drop a course through the end of the published add/drop period via online, in person, by phone, e-mail, mail or fax at any Regis University site. When students drop a course within the add/drop period, the course does not appear on the transcript and tuition charges are credited to the account. Students that are registered for a course but are absent from the first class meeting without giving prior notice to the instructor may be dropped and students are notified by the SPS Operations and Administrative Services Department regarding their status.

Withdrawal

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program without academic penalty. Students may withdraw from a course(s) for the current term beginning the first business day following the add/drop deadline through the last day of class as determined by Regis University. If a student withdraws from a course(s), a grade of "W" is posted on the transcript but is not calculated in the grade point average. Tuition only (not fees and books) is refunded in accordance with University Policy. The date the Course Withdrawal Form is received by Regis University or that a withdrawal request is received by phone, will be used to determine that rate of refund, if applicable. Information about withdrawal procedures and tuition refund is available from SPS Operations and Administration (303) 458-7420 or (800) 568-8932.

Concurrent Enrollment in Other Regis Programs

Approval of the appropriate SPS Associate Dean or designee is generally required for concurrent enrollment when School for Professional Studies students enroll in a course in Regis College or the Rueckert-Hartman School for Health Professions. Approval of the Dean for the school offering the course may also be required. Tuition and any associated fees are charged at the rate of the program offering the requested course.

Cross-Listed Regis Course

Some undergraduate courses are cross-listed by two or more departments. Students may choose course credit from only one of the departments listed, and they must register for the appropriate department in which they wish to receive credit.

Class Attendance

Students are expected to make every effort to attend all class meetings. Attendance standards for individual courses are established in writing by the instructor at the first class session. Students unable to attend the first class must contact the instructor ahead of time. Students should refer to specific degree program policies for further information.

Student who do not attend the first night of class, or for online courses do not login within the first two (2) days of the class session, and do not notify the instructor in advance, risk being dropped from the course.

Attendance at Final Examinations/Class

Final examinations may be given at the end of each academic period. Students who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Students who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control), must request in writing to the instructor a grade of incomplete ("I"). The "I" grade must be removed within a specified period of time or the alternate grade is assigned. More information can be found under the "Grade of Incomplete" heading in the General Information section of this *Bulletin*.

Grade Reports

All grades are reported at the end of each academic period, at which time they become official and are entered on the students' permanent records. As of Fall semester 2003, grade reports are no longer mailed to students; however, grades may be accessed online through the Web Advisor link at www.regis.edu.

Additionally, students may request an official grade report via phone, fax, e-mail or online. The official grade report is mailed to the student's permanent address. Grades cannot be released by telephone or email.

Appeals of Disputed Grades

Students who wish to dispute a grade earned in a course should use the following procedures:

- 1 The student contacts the instructor of the course to request a review of the issue.
- 2 If the dispute is not resolved with the instructor, the student submits a written request for review of the grade to one of the individuals listed below. The written request must be initiated within sixty (60) days after the last official day of the term in which the course in question was taken. The request must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.). The request must include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.

Graduate Students: Degree Chair of the Graduate Program in which the course was offered.

Undergraduate Students: Assistant Director of Faculty and Curriculum.

Teacher Education: Curriculum Coordinator.

- 3 For Graduate students, the Degree Chair reviews all documentation submitted. If needed, the Degree Chair contacts the student and the instructor to arrange a personal interview. The Degree Chair approves or disapproves the appeal. If the Degree Chair approves the appeal, a Change of Grade Form is completed and submitted to Enrollment Services - Registrar. The Degree Chair informs the student and the instructor in writing of the decision regarding the appeal.
- 4 In the case of Undergraduate students and Teacher Education students, the Assistant Director of Faculty and Curriculum (undergraduate student) or the graduate or undergraduate chair (teacher education students) will evaluate the appeal. If he/she deems the appeal warranted, faculty will be appointed to review the documentation. Appointed faculty will recommend the appropriate grade to be assigned, and this grade will be communicated in writing to both the instructor or the course and the student.
- 5 If the grade dispute is not satisfactorily resolved, the student may appeal the decision to one of the following individuals as appropriate. This written appeal must be submitted within two (2) calendar weeks of receipt of the decision in step 3 or 4 above.

Graduate student may appeal the decision to the Associate Dean of Graduate Programs.

Undergraduate students may appeal the decision to the Associate Dean.

Teacher Education students may appeal the decision to the Associate Dean of the Teacher Education program.

The individual named above will review the proceedings and any additional information provided by the student. The decision of the individual named above is final.

Graduation

For information on application, application processing, degree award, financial clearance, graduation honors and attendance at commencement exercises, student should refer to the "Graduation" information in the Regis University General Information section of this *Bulletin*.

SPS UNDERGRADUATE PROGRAM

GENERAL INFORMATION

Unless otherwise noted, the School for Professional Studies (SPS) Undergraduate Program follows all policies and procedures as stated in the General Information section of this *Bulletin*. Supplemental information for SPS Undergraduate students is outlined in the following section and in the SPS Undergraduate Guidebook.

LEARNING FORMATS

Three learning options are available for students to earn Regis University credit: accelerated classroom-based, guided independent study, and online.

Accelerated Classroom-Based

Accelerated classes are offered in five- and/or eight-week academic periods. Some sites offer a weekend intensive format. Most courses meet one or two days/evenings each week for a total of 20 to 32 contact hours. Course learning format, selection and availability vary by campus location.

Students choosing this option usually study a single subject area for a concentrated period of time. This course format is based on a facilitative model of learning.

Most accelerated classes require a minimum of 19-25 hours of combined study and classroom time each week, depending on the course content, course length and the student's learning style. While this model allows for degree completion in a shorter period of time, there is an increased expectation for independent learning outside the classroom.

Guided Independent Study (GIS)

In addition to completing courses in the classroom or online, students may choose to complete a variety of undergraduate courses through an independent study format. In most cases, students will complete the same assignments – with a few revisions – as students in a classroom-based course. Each course will be taken in an eight-week format. Instructors will be chosen from the affiliate faculty within the School for Professional Studies.

Learning Contract

The Learning Contract is a formal agreement that defines the plan of independent study, and is approved and signed by the student and Course Consultant. It is developed by students in cooperation with Course Consultants, is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Students spend approximately 45 clock hours per credit on each course, including planning time, meetings with their Course Consultants and doing the course work. For a three (3) semester

hour course completed during an eight-week academic period, this would constitute a minimum of seventeen to twenty (17-20) hours each week. Selected courses are offered on the semester calendar.

Regis Online

Regis Online courses are generally offered in an accelerated eight-week format over the Internet. These courses are designed to provide an interactive learning experience for students. Faculty and students communicate and collaborate through online discussions and e-mail. Course materials generally include textbook(s) and online workshops; many courses also include video presentations. Students may complete a computer information systems major, computer networking major, finance major, marketing major and a business administration major with the following specializations: electronic commerce, finance, management and marketing.

Lifestyle issues-including variable work schedules, family responsibilities, physical limitations or geographical inaccessibility-make this a viable option for adults pursuing higher educational goals. Regis Online courses primarily focus on the completion of a degree however, many of the courses may be approved to apply toward other majors.

Online students need to have computer equipment and skills at a specified minimum level. Please check with the Undergraduate Program for current requirements. Students should allocate a minimum of 20 hours each week for completing course assignments and participating in online discussions.

CURRICULUM

Regardless of format, each course offered through the School for Professional Studies (SPS) Undergraduate Program focuses on course objectives, required learning activities and outcome evaluation. Close attention is given to the integration of theory and practice, as well as the opportunity to develop skills and abilities that prepare students for changing demands of the workplace.

Because effective written and oral communication skills are essential in both occupational and academic environments, the SPS Undergraduate Program emphasizes the development of these skills.

FACULTY

Facilitators, independent study course instructors and presenters are working professionals representing various corporations, businesses and organizations. All hold a master's or doctoral degree, and bring academic theory and current professional experience to the learning environment. An assessment process is employed to determine not only the knowledge base of each selected faculty member, but also his/her ability to facilitate the learning of adult students.

ACADEMIC ADVISING

A unique feature of the SPS Undergraduate Program is its emphasis on individualized academic advising. Full-time Faculty Advisors are available to assist with course planning and degree development as needed. Advisors provide assistance and recommendations to students from the point of admission through graduation.

ETHICS STATEMENT

An integral component of SPS Undergraduate Program courses is student and facilitator/instructor self-disclosure and the use of personal experience for the purpose of facilitating course work. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information which would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other student and facilitators/instructors.

SPS UNDERGRADUATE PROGRAM CHARGES FOR THE 2005-2006 ACADEMIC YEAR

TUITION

Classroom-based (per semester hour)	\$295
Guided Independent Study (per semester hour, includes Course Consultant stipend of \$100 per semester hour)	\$310
Online Courses (per semester hour)	\$360

FEES

Application Fee (non-refundable) Undergraduate degree and nondegree-seeking	\$50
Challenge Exam Fee (per semester hour)	\$90
CLEP Exam Fee (per exam)	\$25
DANTES Exam Fee (per exam)	\$80
Portfolio Fee (per semester hour)	\$90

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION

BACCALAUREATE DEGREE

Degree-seeking applicants who wish to matriculate in the SPS Undergraduate Program must possess a high school diploma or its equivalent, a minimum of thirty (30) semester hours of transferable course work from a regionally accredited college or university, and three (3) years of post high school work experience to be granted full admission status.

Applicants are required to submit:

- 1 A completed Application for Admission and designated application fee.
- 2 Official copies of transcripts for evaluation of transfer credit at the time of application. Students must request official transcripts from all institutions previously attended. Applicants are encouraged to submit copies of transcripts with the Application for Admission.
- 3 Official high school transcripts or GED scores are required if the applicant is enrolling in college for the first time.
- 4 Submit if applicable CLEP, PEP and/or DANTES scores, notarized military records, training certificates, professional training licenses or certificates that have been evaluated by the American Council on Education or by the Directory of the National Program on Noncollegiate sponsored instruction (PONSI).

Applicants are required to submit a writing sample within thirty (30) days after the receipt of the Application by Regis University.

First-Year Students

Applicants who do not possess thirty (30) transferable semester hours of coursework from a regionally accredited college or university must be considered for admission as first-year students. First-year students must meet the following requirements until the minimum thirty (30) collegiate semester hours have been met:

- 1 Enroll in and successfully complete (grade "C" or better) EN 200—Essentials of Effective Writing or other appropriate writing course during the first three (3) terms of attendance. (Appropriate writing course is determined from results of writing sample.)
- 2 Enroll in and successfully complete (grade "C" or better) ED 205—Adult Learning or equivalent course during the first three (3) terms of attendance.
- 3 Maintain a cumulative Grade Point Average of 2.000 or better.
- 4 The Marketing and New Student Enrollment department will register the student for his/her first course. All additional course registrations will then be facilitated through the Undergraduate Advising department. First-year students are limited to enrollment in 200 and 300 level courses.

When a student has met the minimum semester hour requirements, the student must contact Advising to request his/her admission status be amended from first-year to full acceptance.

Appeal of Three-Year Work Requirement

Students who do not meet the minimum work requirement may submit a letter of appeal to the Undergraduate Program Associate Academic Dean. The letter of appeal should indicate the experiences that the applicant feels should be considered as equivalent to the work requirement. Upon review of the student's appeal, the Dean will either approve or the student's petition or the student will be denied admission.

Certificate and Special Student Admission

Applicants seeking a Certificate of Completion or special student status in the Undergraduate Program must submit a completed Application for Admission and the required fee. Additional documentation is not required. However, if the student intends to matriculate as a degree-seeking student, he/she must meet the requirements of degree-seeking candidates outlined above.

Returning Students

Students who have had to interrupt their Regis education, and who are in good academic and financial standing, may return at anytime.

For students who do not sign a Degree Plan and/or do not enroll in any Regis University courses within one year of acceptance, the Application for Admission expires. Reapplication is required, however no additional admission fee is charged.

Students who have taken courses and return to the University within five (5) years of leaving, do not need to reapply. However, it is necessary to request that the student's file be activated by completing a School for Professional Studies Reactivation Form. Students returning to the University after a five (5) year or longer absence must reapply. No additional admission fee is charged. Policies and degree requirements current at the time of reapplication/reactivation pertain and a new Degree Plan is prepared and reviewed with the student.

SPECIAL PROGRAMS

Servicemembers Opportunity College (SOC)

Regis University has been designated as an institutional member of the Servicemembers Opportunity College (SOC), a group of more than 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As a SOC member, Regis University recognizes the unique nature of the military lifestyle and is committed, to assisting with transfer of relevant course credits, providing flexible academic residency requirements and validating experiences as college-level training from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

Bachelor Degrees for Soldiers (BDFS)

Bachelor Degrees for Soldiers (BDFS) is a system of voluntary, off-duty bachelor's degree programs designed for Army NCOs and Warrant Officers. Programs in the BDFS system relate directly to the Military Occupational Specialties (MOS) of soldiers and are offered only by regionally accredited colleges/universities on or accessible to Arm installation worldwide. This system is operated by the SOC for the Army.

Regis University holds membership in the following BDFS curricula: BS in Accounting, BS in Computer Science, BS in Computer Information Systems and BS in Business Administration.

EARNING ACADEMIC CREDIT

Toward completion of degree, certificate, or licensure/certification requirements, students may utilize a combination of the following methods for accumulating credit:

Regis University Credit

As defined under the Course Learning Formats heading for the SPS Undergraduate Program, students may complete Regis University academic course work through any or all of the following learning formats:

- accelerated classroom-based courses
- guided independent study (GIS)
- online courses

Course work acquired through any of these learning formats, as well as courses available through Regis College or the Rueckert-Hartman School for Health Professions meet the definition of Regis University credit.

All undergraduate students seeking a bachelor's degree and/or teacher licensure/certification are required to complete a minimum of thirty (30) semester hours at Regis University.

Credit for Prior Learning

Many adult students have extensive work or life learning that can be documented and evaluated for college credit. The School for Professional Studies offers two methods of assessing prior learning:

Prior Learning Assessment (PLA)

Regis University, like more than 1,500 other American colleges and universities, awards credit for documented, college-level learning gained through experience and/or on-the-job training programs. A portfolio of prior learning consists of one or more essays in which the student demonstrates the knowledge equivalent to that gained from a college course. PLA credit may be awarded for a wide range of areas of expertise. Students can petition to earn credit in any college-level subject area (e.g., business, computers, fine arts, creative writing, foreign languages and photography).

All students who wish to earn PLA credit must enroll in ED 202-Prior Learning Assessment (3 semester hours). This course is available in the accelerated classroom-based format at selected Regis campuses or through Regis Online. Students also have the potential of earning a minimum of three PLA credits at completion of this course.

Students may petition for a maximum of forty-five (45) semester hours of PLA credit. Both the ED 202 course and subsequent portfolio credits are graded on a Pass/No Pass basis by faculty and or subject matter experts. Credits earned through the PLA process do not apply toward the Regis University residency requirements (thirty [30] semester hours). Students may obtain additional information from the PLA office at 303-458-3531 or 1-800-967-3237, or through the PLA Website at www.regis.edu.

Credit by Exam

Students' prior learning may also be assessed through several testing options. Two nationally standardized exams are available: College Level Examination Program (CLEP) and Defense Activity for Nontraditional Education Support (DANTES). In addition, students who have experience in the course content area may be awarded credit for courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement.

Students are advised to review their previous college work with a Faculty Advisor and seek approval prior to taking any examination to avoid duplicate or unacceptable credit.

College Level Examination Program (CLEP)

There are over 30 standardized CLEP exams in a wide range of academic areas offered nationally through the College Board. Most CLEP exams meet specific Regis University degree requirements.

The most recent Official Handbook for CLEP Examination is available in most bookstores, including the Regis University Bookstore, library and Regis website www.regis.edu/spstesting. This guide should be used as a reference in preparation for all CLEP exams. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Defense Activity for Nontraditional Education Support (DANTES)

DANTES Subject Standardized Tests (DSST) were originally developed for military personnel. They are similar to the CLEP exams but cover additional subject areas.

Fact sheets for each DANTES exam are available from the Testing Center or Regis website. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Challenge Exams

Over 30 exams have been developed by Regis faculty. Business, computer science, accounting and speech communications are examples of the subject areas offering Challenge Exams. Student who wish to take a Challenge Exam are required to have experience in the subject area that they want to "challenge." Exams are graded on a Pass/No Pass basis, and the grade is recorded on the student's academic transcript. Student who do not pass the Challenge Exam are not eligible to re-take the exam.

Information for each exam may be obtained directly from the Regis SPS/Testing Center, room 103, Adult Learning Center or at www.regis.edu/academic/resources/sps_prior_learning/testing_center.

Transfer Credit

Regis University transfer policies are outlined under the Types of Credit Accepted heading in the General Information section of this *Bulletin*.

The School for Professional Studies accepts credit toward Core, lower division major, general elective requirements, and up to half of the upper division semester hours required for the major and (if applicable) half of the upper semester hours required for the minor in transfer credit. A maximum of 98 semester hours may transfer toward an undergraduate degree. Once a Degree Plan is finalized, all remaining upper division (advanced) course work must be completed at Regis. Specific question concerning the evaluation of credits should be directed to an Academic Advisor.

In addition to credit transferred from regionally accredited institutes of higher learning, the SPS Undergraduate Program has established provisions for the acceptance of military, business and industry training, and technical credit.

Military Credit

Credit is awarded upon recommendation of the ACE Guide for Educational Experiences in the Armed Services.

Business and Industry Training

Credit is awarded upon recommendation of the American Council on Education National Guide for ACE evaluated courses in business and industry training programs and The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

Technical Credit

Technical credit is defined as college-level credit in the practical, industrial or mechanical arts or the applied sciences. The credit must come from a regionally accredited institution, or from institutions with certain national accreditations. A maximum of twenty-four (24) semester hours of Technical Occupational Specialty (TOS) credit are allowed as transfer credit into the general elective portion of the degree plan.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and an Academic Advisor.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by the SPS Undergraduate Program and is seven (7) years (84 months) from the date the student is accepted into the Undergraduate Program. During that seven-year period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since Degree Plan activation (date of acceptance into the program). If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

DEGREE REQUIREMENTS CATEGORIES

Each Degree Plan is divided into four (4) major categories of course work: Core Studies, major, minor and general elective requirements.

Core Studies Requirements

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements:

Total Core Studies Requirements	45 SH
Oral Communication Skills (principles of speech, public speaking or rhetoric)	3 SH
English Composition (college-level composition or freshman writing)	3 SH
Advanced Oral or Written Communication (advanced composition, advanced public speaking or advanced rhetoric)	3 SH
Literature/Humanities (art, art history and theory, film studies, humanities, literature, music, music history and theory or theatre)	6 SH
Global Issues (cultural anthropology, cultural geography, non-U.S. history, foreign language, global area studies, comparative economic systems, global political economy or intercultural communication)	6 SH
Social Sciences * (anthropology, communications, current issues, economics, education, ethnic studies, history, political science, psychology, geography, criminal justice or sociology)	6 SH
Mathematics (college-level algebra or higher)	3 SH
Natural Sciences (astronomy, atmospheric science, biology, biochemistry, chemistry, computer science, ecology, environmental science, geology, oceanography, physical geography or physics)	3 SH

Philosophy	
(philosophy, epistemology or ethics)	6 SH
Religious Studies	
(biblical studies, religion, religious studies, religion and culture, spirituality or theology)	6 SH

* U.S. and Nevada Constitution course is required for Las Vegas, Nevada students.

Major Requirements 42 SH

Students must complete a minimum of forty-two (42) semester hours in their chosen field of study. At least eighteen (18) semester hours must be at the upper division level.

Lower division (foundational) courses are designed to offer students a discipline breadth in a particular subject area. These courses are usually taken at the freshman and sophomore level (200 and 300 level).

Upper division courses are designed to offer students greater depth on a specific topic within the major field of study. These courses are usually completed at the junior and senior level (400 level).

Specific requirements for each major offered through the SPS Undergraduate Program are listed in this section of this Bulletin under the Program of Study heading.

Minor Requirements (Optional) 0 or 12 SH

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offering section of this Bulletin. In addition, SPS Undergraduate students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the Rueckert-Hartman School for Health Professions.

General Electives 29 through 41 SH

The remaining credits required to meet the 128 semester hour requirement for a bachelor's degree are known as general electives. This category may also be used to earn a second minor or a second major.

General electives may include transfer credit that did not satisfy other degree requirements, or additional course work students select to complement or strengthen the degree program.

BACCALAUREATE DEGREES

Majors by Bachelor's Degree

For a list of approved Bachelor of Arts majors and Bachelor of Science majors, students should consult the SPS Undergraduate Degree Offerings list at the beginning of the SPS section.

Baccalaureate Degree Requirements

In addition to the completion of the Core Studies academic requirements, the following are also required of each undergraduate degree candidate in the School for Professional Studies:

- 1 The completion of 128 semester hours of academic work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.0000. Thirty (30) semester hours of the total 128 hours must be at the upper division level.
- 2 A minimum of thirty (30) semester hours completed at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or credit by exam). Of these thirty (30) semester hours, eighteen (18) semester hours must be at the upper division course level (400 level).
- 3 The completion of a major, consisting of a minimum of forty-two (42) semester hours of courses in one subject area. Of the forty-two (42) semester hours, a minimum of eighteen (18) semester hours must be at the upper division course level (400 level).
- 4 The completion of a minor area is optional. The minor consists of twelve (12) upper division (400 level) semester hours in a discipline outside the major, that lends support to the development of the major and aids students in reaching their ultimate educational objective.
- 5 A grade of "C-" or higher for credit to be counted in the major or minor areas.
- 6 Students may transfer up to half of the upper division semester hours in the major and half in the minor. Once a Degree Plan is finalized, all remaining upper division (400 level) courses must be completed at Regis University.
- 7 Any course taken toward a major may also count toward the Core Studies requirements. A single course cannot, however, satisfy two Core Studies requirements.
- 8 Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
 - In the event the upper division requirements for a major exceed eighteen (18) semester hours, those excess hours may also be applied to another major or minor.
 - In the event that the upper division requirements for a minor exceed twelve (12) upper division semester hours, those excess hours may also be applied to another major or minor.
 - Courses that satisfy lower division prerequisites for more than one major or minor may be applied to more than one major or minor.
- 9 Competence in oral and written communication skills is

required. Students should be able to express themselves with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

Changes in Requirements

The reevaluation of requirements listed in this section is the responsibility of University committees and the Board of Trustees, and is subject to revision. The *Regis University Bulletin* provisions in effect at the time of the Degree Plan signing by the student prevail. Those students without a signed Degree Plan are subject to changes in policies and requirements as they occur. All students wishing to transfer from one major and/or minor to another must meet all requirements at the time the transfer is made.

Course Loads/Overloads

Students who wish to register for more than two (2) courses in any five (5) or eight (8) week term, or more than eighteen (18) semester hours in one semester must receive approval from the SPS Undergraduate Advising department. Students must obtain and submit an overload request form, thirty (30) days prior to taking the overload credit, to the SPS Undergraduate Advising Department (303) 458-4142. Students attending the Nevada campus should contact (702) 990-0375. The Faculty Advisor will:

- Verify that students have a 3.000 grade point average or higher.
- Ensure that students have no incomplete grades pending.
- Contact students regarding approval or denial of the request.

No further overloads are approved if students receive any incomplete grades and/or fall below a 3.000 grade point average.

ACADEMIC STANDING AND PENALTIES

Good Standing

A School for Professional Studies undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward completion of major or minor requirements. A grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

Probation

The School for Professional Studies undergraduate student whose cumulative grade point average falls below 2.000 at the end of any given semester is placed on academic probation. During the next semester (Fall, Spring, Summer) of enrollment, the University expects the student to raise his/her cumulative grade point average to a minimum of 2.000. If the cumulative grade point average remains below 2.000, the student may be academically suspended at the end of the probationary semester. The student must

work closely with his/her Faculty Advisor to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required cumulative 2.000 grade point average by the end of the semester. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally, a student's Regis cumulative grade point average is so low that the student finds it almost mathematically impossible to attain a 2.000 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with an Faculty Advisor of the School for Professional Studies to earn a provisional grade point average for the semester. The agreed-upon grade point average is set within a range that is a fair and reasonable expectation for the student. If the provisional semester grade point average is earned for the semester, but the student's cumulative grade point average is still below 2.000, the student may be permitted to continue on probation, rather than be suspended.

Undergraduate students accepted on probation by the School for Professional Studies may be suspended at the completion of their first semester of course work if they have not achieved a 2.000 cumulative grade point average.

Suspension

If a School for Professional Studies undergraduate student has been placed on academic probation and does not achieve a 2.000 cumulative grade point average at the end of the next semester of enrollment he/she is suspended. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous semester and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After a year, the student may reapply for admission by submitting the following:

- 1 A letter requesting readmission and explaining the causes of the earlier academic difficulties; and
- 2 An official transcript showing at least twelve (12) semester hours of acceptable academic course work completed at a regionally accredited college or university.

Dismissal

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and been readmitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and an Academic Advisor. Academic dismissal is recorded on the permanent academic record (transcript).

Suspension/Dismissal Appeal Procedure

Upon being notified by letter of suspension or dismissal, students who wish to appeal should do the following:

- 1 Write a letter to the Associate Dean stating:
 - Why the student should not be suspended from the program or dismissed from the University.
 - The student's honest and straightforward assessment of how the academic problems occurred.
 - Some indication that the student is ready to continue serious academic work.
 - Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control.
 - The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
- 2 Submit the letter by the deadline stated in the letter of suspension or dismissal.
- 3 Contact the advisor, faculty member, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline.

The Associate Dean is interested in any pertinent information which has genuine bearing on the matter. The focus is on why the suspension/dismissal action should be reversed and why the student failed to reach their academic goals.

PROGRAMS OF STUDY**BACHELOR OF ARTS IN COMMUNICATION**

Total Degree Requirements	128 SH
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<i>Core Studies Requirements</i>	45 SH
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<i>Foundational Course</i>	12 SH
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COM 280—Communication Theory	3 SH
COM 310—Interpersonal Communication	3 SH
COM 381—Research Methods in Communication	3 SH
COM 427—Communication Ethics	3 SH

<i>Advanced Communication Major Requirements</i>	33 SH
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COM 493—Senior Capstone	3 SH
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Thirty (30) upper division semester hours of Communication electives selected from the following:

COM 400—Intercultural Communication	3 SH
COM 401—Nonverbal Communication	3 SH
COM 406—Communication in a Technological Environment	3 SH
COM 407—Leadership Principles	3 SH
COM 408—Conflict Management	3 SH
COM 410—Strategic Leadership	3 SH
COM 416—Public Relations	3 SH
COM 418—Organizational Communication	3 SH
COM 420—Mediation	3 SH
COM 426—Group Dynamics	3 SH
COM 433—Internal Public Relations	3 SH
COM 434—Writing for Public Relations	3 SH
COM 435—Public Relations Campaigns	3 SH
COM 436—Event Planning for Public Relations	3 SH
COM 437—Persuasion, Influence and Motivation	3 SH
COM 438—Crisis Communication	3 SH
COM 439—Facilitating Groups and Teams	3 SH
COM 441—Team Leadership	3 SH
COM 450—Servant Leadership	3 SH
COM 451—Interviewing Theory and Practice	3 SH
COM 455—Advanced Presentation Methods and Strategies	3 SH
COM 466—Negotiation	3 SH
COM 470—Decision Making and Problem Solving	3 SH
COM 474—Advertising and Promotion	3 SH
COM 484E-W—Social Communication: Cultural Contexts	3 SH
COM 486—Mass Communication and Society	3 SH
COM 487E-W—Communication Topics	3 SH
COM 498N-W—Internship in Communication	3 SH

Specialization (Optional)

<i>Conflict Management</i>	12 SH
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COM 408—Conflict Management	3 SH
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Nine (9) semester hours selected from the following:

COM 420—Mediation	3 SH
COM 426—Group Dynamics	3 SH
COM 466—Negotiation	3 SH
COM 470—Decision-Making and Problem Solving	3 SH

Leadership 12 SH

COM 407—Leadership Principles 3 SH

Nine (9) semester hours selected from the following:

COM 410—Strategic Leadership	3 SH
COM 437—Persuasion, Influence and Motivation	3 SH
COM 441—Team Leadership	3 SH
COM 450—Servant Leadership	3 SH

Public Relations 12 SH

COM 416—Public Relations 3 SH

Nine (9) semester hours selected from the following:

COM 433—Internal Public Relations	3 SH
COM 434—Writing for Public Relations	3 SH
COM 435—Public Relation Campaigns	3 SH
COM 436—Event Planning for Public Relations	3 SH
COM 438—Crisis Communication	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF ARTS IN LIBERAL ARTS

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Which must include:

American History course	3 SH
EN 325—Research Writing	3 SH
Humanities course	3 SH
Introduction to Literature course	3 SH
PL 360—Ethics	3 SH

Foundational Courses 24 SH

Fine Arts	3 SH
Humanities	3 SH
Literature	3 SH
Natural Science/Mathematics	6 SH
Social Science	9 SH

Advanced Liberal Arts Major Requirements 21 SH

Upper Division Fine Arts, Humanities, Literature	6 SH
Upper Division Natural Science/Mathematics	6 SH
Upper Division Social Science	6 SH
HU 493—Senior Capstone	3 SH

Specialization (Optional)

Catholic Studies

CAS 410S—The Arts in Catholic Tradition: Faith Traditions in Literature	3 SH
CAS 420H—Catholic Traditions/Society and Culture: Dimension of Contemporary Catholicism	3 SH
CAS 440S—Catholic Religion and Spiritual Traditions: Jesuit Traditions	3 SH
CAS 460S—Peace and Justice in Catholic Tradition: Peace and Justice in Catholic Thought	3 SH

English

Twelve (12) semester hours selected from the following:

EN 405—Professional Persuasive Writing	3 SH
EN 435E—Exploration in Literature: Women in Literature	3 SH
EN 435F—Exploration in Literature: Faith Traditions in Literature	3 SH
EN 435G—Exploration in Literature: Literature of Social Justice	3 SH
EN 435I—Exploration in Literature: American Southwest	3 SH
EN 435J—Exploration in Literature: The Bible as Literature	3 SH
EN 475—Business Writing	3 SH
EN 483—Technical Writing	3 SH

Irish Studies

Twelve (12) semester hours selected from the following:

IRSH 410E—Introduction to Irish Studies: Early Christian Ireland 431-1169	3 SH
IRSH 410F—Introduction to Irish Studies: Medieval Ireland 1169-1603	3 SH
IRSH 410G—Introduction to Irish Studies: Early Modern Ireland 1603-1845	3 SH
IRSH 410H—Introduction to Irish Studies: Modern Ireland 1845-1998	3 SH
IRSH 410I—Introduction to Irish Studies: Social and Political Change in Contemporary Ireland	3 SH

Philosophy

Twelve (12) semester hours selected from the following:

PL 451E—Philosophical Perspectives: Perceptions of Death	3 SH
PL 451F—Philosophical Perspectives: Classical Philosophy	3 SH
PL 451G—Philosophical Perspectives: Existentialism	3 SH
PL 451H—Philosophical Perspectives: Symbolic Logic	3 SH
PL 465—Philosophy of Education	3 SH
PL 485F—Themes in Religion and Philosophy: Philosophies of Religion	3 SH
PL 485R—Themes in Religion and Philosophy: Eastern Religions	3 SH

Religious Studies

Twelve (12) upper division semester hours of Religious Studies or Religion and Culture courses selected in consultation with an advisor.

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF ARTS IN ORGANIZATION DEVELOPMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

BA 215—Principles of Budget and Finance	3 SH
BA 250—Introduction to Business	3 SH
BA 315—Developing Management Skills	3 SH
BA 420—Marketing*	3 SH
BA 461—Management*	3 SH
BA 481A—Business Law I*	3 SH
BA 485—Research Principles and Methods*	3 SH
EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Organizational Development Major Requirements 24 SH

BA 407—Leadership Principles	3 SH
BA 411—Conflict Management	3 SH
BA 426—Managing Cultural Diversity	3 SH
BA 452—Management of Human Resources	3 SH
BA 454—Organizational Behavior	3 SH
BA 479—Managing Technology for Business Strategies	3 SH
BA 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF ARTS IN RELIGIOUS STUDIES

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 18 SH

PL 360—Ethics	3 SH
RC 220A—World Religious Traditions I	3 SH
RC 220B—World Religious Traditions II	3 SH
RS 200—Introduction to Religious Studies	3 SH
RS 305—Old Testament Themes	3 SH
RS 306—New Testament Themes	3 SH

Upper Division Requirements 30 SH

RC 400E—Themes in Religion and Culture: Religion in America	3 SH
RS 406—Approaches to Biblical Literature	3 SH
RS 493—Senior Capstone	3 SH

Three (3) semester hours selected from the following:

RC 470E—Adult Spirituality: Adult Spiritual Life and Growth	3 SH
RC 470F—Adult Spirituality: Jesuit Traditions	3 SH
RC 470G—Adult Spirituality: Spirituality and the Family	3 SH
RC 470H—Adult Spirituality: Spirituality and the Community	3 SH
RC 470I—Adult Spirituality: Spirituality and the Environment	3 SH
RC 470J—Adult Spirituality: Spirituality of Service	3 SH
RC 470K—Adult Spirituality: Spirituality of Work	3 SH
RS 455—Women, Religion and Spirituality	3 SH

Eighteen (18) semester hours selected from the following:

RC 400E-W—Themes in Religion and Culture	3 SH
RC 410E-W—American Religious Traditions	3 SH
RC 412E-W—Themes in Religion and Philosophy	3 SH
RC 415—Peace and Justice in Catholic Thought	3 SH
RC 458—Judaism	3 SH
RC 459—Islam	3 SH
RC 470E-W—Adult spirituality	3 SH
RS 401E-W—Topics in Old Testament Studies	3 SH
RS 402E-W—Themes in New Testament Studies	3 SH
RS 407—Jesus Within Judaism I	3 SH
RS 408—Dimensions of Contemporary Catholicism	3 SH
RS 422—Jesus of Nazareth	3 SH
RS 424—Jesus Within Judaism II	3 SH
RS 455—Women, Religion and Spirituality	3 SH

Specialization (Optional)

Academic Religious Studies

RC 458—Judaism	3 SH
RS 401E-W—Topics in Old Testament Studies	3 SH
RS 402E-W—Themes in New Testament Studies	3 SH
RS 422—Jesus of Nazareth	3 SH

Spirituality

RC 470E—Adult Spirituality: Adult Spiritual Life and Growth	3 SH
RC 470F—Adult Spirituality: Jesuit Traditions	3 SH
RC 470G—Adult Spirituality: Spirituality and the Family	3 SH
RC 470H—Adult Spirituality: Spirituality and the Community	3 SH
RC 470I—Adult Spirituality: Spirituality and the Environment	3 SH
RC 470J—Adult Spirituality: Spirituality of Service	3 SH
RC 470K—Adult Spirituality: Spirituality of Work	3 SH
RS 455—Women, Religion and Spirituality	3 SH

Peace and Social Justice

RC 410E—American Religious Traditions: Native American Religious Traditions	3 SH
or	
RC 410F—American Religious Traditions: African American Religious Traditions	3 SH
RC 415—Peace and Justice in Catholic Thought	3 SH
RC 470H—Adult Spirituality: Spirituality and the Community	3 SH
RC 470I—Adult Spirituality: Spirituality and the Environment	3 SH

Catholic Studies

CAS 410S—The Arts in Catholic Tradition: Faith Traditions in Literature	3 SH
CAS 420H—Catholic Traditions/Society and Culture: Dimension of Contemporary Catholicism	3 SH
CAS 440S—Catholic Religion and Spiritual Traditions: Jesuit Traditions	3 SH
CAS 460S—Peace and Justice in Catholic Tradition: Peace and Justice in Catholic Thought	3 SH

Minor (Optional) 0 or 12 SH

General Electives 23 or 35 SH

Thirty-five (35) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF ARTS IN SOCIAL SCIENCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

BA 495E—Ethical Decision Making in Business	
or	
COM 427—Communication Ethics	
or	
PL 360—Ethics	3 SH
EC 201—World Economic Issues	3 SH
EN 325—Research Writing	
or	
SO 280—Research Methods and Statistics for Social Sciences	3 SH
HS 240E-W—Western Civilization	6 SH
SO 200—Introduction to Sociology	3 SH
Natural Science or Mathematics	3 SH

Advanced Social Science Major Requirements 24 SH

Upper Division Economic Electives	
or	
Upper Division History or Economics Electives	9 SH
Upper Division Social Science Electives	3 SH
Upper Division Sociology Electives	9 SH
SO 493—Senior Capstone	3 SH

*Specialization (Optional)**Economics*

EC 400—Comparative Economic Systems	3 SH
EC 420—Money and Banking	3 SH
EC 440—Labor Relations and Economics	3 SH
EC 481—International Economics	3 SH

History

HS 487E—Themes in Historical Perspective: History of the American Worker	3 SH
HS 487F—Themes in Historical Perspective: Women in American History	3 SH
HS 487G—Themes in Historical Perspective: History of the American Southwest	3 SH
HS 487H—Themes in Historical Perspective: United States Military History	3 SH

Sociology

Twelve (12) upper division semester hours of Sociology courses selected in consultation with an advisor.

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN ACCOUNTING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 30 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
AC 410A—Intermediate Accounting I*	3 SH
AC 410B—Intermediate Accounting II*	3 SH
AC 410C—Intermediate Accounting III*	3 SH
AC 440—Cost Accounting*	3 SH
BA 481A—Business Law I*	3 SH
EC 320—Principles of Macroeconomics	3 SH

EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting Major Requirements 21 SH

AC 420—Advanced Accounting	3 SH
AC 450A—Income Tax Accounting I	3 SH
AC 450B—Income Tax Accounting II	3 SH
AC 460—Governmental and Not-for-Profit Accounting	3 SH
AC 480—Auditing Principles and Procedures	3 SH
AC 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Students preparing for the CPA Exam should complete the following twelve (12) semester hours:

FIN 400—Business Finance	3 SH
BA 461—Management	3 SH
Upper Division Business or Accounting Electives	6 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN APPLIED PSYCHOLOGY

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 15 SH

PY 250—General Psychology	3 SH
PY 280—Research Methods and Statistics for the Social Sciences**	3 SH
PY 469—Life Span Development*	3 SH
PY 470—Psychology of Personality*	3 SH
PY 471—Abnormal Psychology*	3 SH

* Lower division course work acceptable in transfer.

** This course will not fulfill the core requirement for a course in mathematics. It is recommended that a student complete MT 270—Intermediate Statistics or a course with similar content.

Advanced Psychology Major Requirements 27 SH

PY 440—Professional Ethics in Psychology	3 SH
PY 481—Biological Foundations of Human Behavior	3 SH
PY 493—Senior Capstone	3 SH

Eighteen (18) upper division semester hours of Psychology selected from the following:

PY 426—Psychology of the Criminal Mind	3 SH
PY 427—Criminal Profiling	3 SH
PY 428—Children and Violence	3 SH
PY 429—Family Violence	3 SH
PY 430—Sexual Homicide	3 SH
PY 431—Personal Violence, Grieving and Survival	3 SH
PY 433—Violence in the Workplace	3 SH
PY 441—Social Psychology	3 SH
PY 444—The Family	3 SH
PY 446—Psychology of Group Process	3 SH
PY 454—Cognitive Psychology	3 SH
PY 456—Organizational Behavior	3 SH
PY 462—Behavioral and Stress Management	3 SH
PY 463—Psychology of Intimate Relationships	3 SH
PY 468—Psychology of Change	3 SH
PY 496H—Special Topics in Psychology: Addictive Behavior	3 SH
PY 496J—Special Topics in Psychology: Psychology of Gender	3 SH
PY 498N-W—Internship in Psychology	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
BA 420—Marketing*	3 SH
BA 461—Management*	3 SH
BA 481A—Business Law I*	3 SH
BA 485—Research Principles and Methods*	3 SH
EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Business Administration Major Requirements 27 SH

FIN 430—Business Finance	3 SH
BA 452—Management of Human Resources	3 SH
BA 454—Organizational Behavior	3 SH
BA 479—Managing Technology for Business Strategies	3 SH
BA 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Nine (9) upper division semester hours in an area of specialization are required for the Business Administration major. A minimum of one specialization, selected from the following list, must be completed.

Electronic Commerce 9 SH

Nine (9) semester hours selected from the following:

BA 406—Managing Web Technologies 3 SH
BA 450—Electronic Marketing 3 SH
CS 445—Database Management 3 SH
CN 457—The Internet 3 SH

Finance 9 SH

Nine (9) semester hours selected from the following:

EC 481—International Economics 3 SH
FIN 420—Advanced Corporate Finance 3 SH
FIN 433—Money and Banking 3 SH
FIN 435—Fundamentals of Investments 3 SH
FIN 440—Financial Analysis, Forecasting and Planning 3 SH
FIN 450—Sources of Capital/Capital Markets 3 SH

Human Resource Management 9 SH

Nine (9) semester hours selected from the following:

BA 411—Conflict Management 3 SH
BA 418—Organizational Communication 3 SH
BA 426—Managing Cultural Diversity 3 SH
BA 440—Labor Relations and Economics 3 SH
BA 446—Interviewing Theory and Practice 3 SH
BA 466—Negotiation 3 SH

Management 9 SH

Nine (9) semester hours selected from the following:

BA 407—Leadership Principles 3 SH
BA 411—Conflict Management 3 SH
BA 437—Persuasion, Influence and Motivation 3 SH
BA 441—Team Leadership 3 SH
BA 458—Project Management 3 SH
BA 465—Strategic Management 3 SH
BA 468—International Business 3 SH
BA 480E—Issues in Management: Changing Paradigms and Cultures 3 SH

Marketing 9 SH

Nine (9) semester hours selected from the following:

BA 416—Public Relations 3 SH
BA 421—Marketing and Management Policies 3 SH
BA 425—Consumer Behavior 3 SH
BA 429—Advertising and Promotion 3 SH
BA 450—Electronic Marketing 3 SH

Flexible 9 SH

There are no specific course requirements in the flexible specialization area. The student selects nine (9) upper division semester hours of Business Administration courses in consultation with an Academic Advisor. The flexible specialization is not posted on the transcript or diploma.

Double 18 SH

Students are permitted to earn a double specialization by completing the four upper division Business Administration major courses with nine (9) upper division semester hours of courses in each of any two of the five Business Administration specializations (Electronic Commerce, Finance, Human Resource Management, Management or Marketing).

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 17 or 29 SH

Twenty-nine (29) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

CS 208—Computer Science Fundamentals 3 SH
CS 361—Control Structures 3 SH
CS 362—Data Structures 3 SH
CS 372—Advanced Programming and Algorithms 3 SH
CS 445—Database Management* 3 SH
CS 455—Management Information Systems* 3 SH
MT 270—Introduction to Statistics
or
MT 320—Introduction to Discrete Mathematics 3 SH

* Lower division course work acceptable in transfer.

Advanced Computer Information Systems Major Requirements 27 SH

CS 418—Ethics for the Information Technology Professional 3 SH
CS 425—System Analysis and Design 3 SH
CS 432—Object-Oriented Analysis and Design 3 SH
CS 450—Data Networks 3 SH
CS 493—Senior Capstone 3 SH

Complete one (1) of the following five (5) options:

Enterprise and Web Application Engineering Specialization 12 SH

CS 434—Object-Oriented Programming Using Java 3 SH
CS 459—Workflow Analysis and Groupware 3 SH

CS 482—Web Programming and Scripting	3 SH
CS 483—Enterprise and Web Application Programming	3 SH

Information Systems Security Specialization 12 SH

CS 430—Operating Systems	3 SH
CS 433—Computer Systems Security	3 SH
CS 465—UNIX Operating System	3 SH
CS 468—Advanced UNIX	3 SH

Object-Oriented Programming Specialization 12 SH

CS 434—Object-Oriented Programming Using Java or	
CS 436—Object-Oriented Programming Using C++	3 SH
CS 437—Advanced Data and File Structures	3 SH
CS 444—Software Engineering	3 SH

Three (3) semester hours selected from the following:

CS 430—Operating Systems	3 SH
CS 440—Computer Organization and Architecture	3 SH
CS 465—UNIX Operating System	3 SH

Software Engineering Specialization 12 SH

CS 444—Software Engineering	3 SH
CS 448—Information Technology Project Management	3 SH
CS 460—Decision Support Systems	3 SH

Three (3) semester hours selected from the following:

CS 434—Object-Oriented Programming Using Java	3 SH
CS 436—Object-Oriented Programming Using C++	3 SH

Flexible Specialization

Twelve (12) upper division semester hours of Computer Information Science courses selected from the following:

CS 430—Operating Systems	3 SH
CS 433—Computer Systems Security	3 SH
CS 434—Object-Oriented Programming Using Java	3 SH
CS 436—Object-Oriented Programming Using C++	3 SH
CS 437—Advanced Data and File Structures	3 SH
CS 440—Computer Organization and Architecture	3 SH
CS 442—Database Programming	3 SH
CS 444—Software Engineering	3 SH
CS 447—Multi-Media Presentations	3 SH
CS 448—Information Technology Project Management	3 SH
CS 460—Decision Support Systems	3 SH
CS 465—UNIX Operating System	3 SH
CS 468—Advanced UNIX	3 SH
CS 482—Web Programming and Scripting	3 SH
CS 483—Enterprise and Web Application Programming	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

Computer Networking 12 SH

CN 457—The Internet	3 SH
CN 458—Internetworking Devices and Concepts	3 SH
CN 466—Protocol Analysis	3 SH
CN 467—Design and Management of Enterprise Networks	3 SH

E-Security 12 SH

CN 460—Fundamentals of E-Security	3 SH
CN 461—Security Breaches	3 SH
CN 462—Countermeasures	3 SH
CN 463—Web and E-Commerce Security	3 SH

General Electives 11 or 23 or 35 SH

Thirty-five (35) elective semester hours of general academic courses are required if a minor is not selected. Twenty-three (23) elective semester hours of courses are required if a minor is selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER NETWORKING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

CN 300—Fundamentals of Computer Networks	3 SH
CN 310—Local Area Networks	3 SH
CN 315—Wide Area Networks	3 SH
CN 320—Network Architecture	3 SH
CS 208—Computer Science Fundamentals	3 SH
CS 361—Control Structures	3 SH
CS 362—Data Structures	3 SH
CS 372—Advanced Programming and Algorithms	3 SH
MT 270—Introduction to Statistics	
or	
MT 320—Introduction to Discrete Mathematics	3 SH

Advanced Computer Networking Major Requirements 33 SH

CS 418—Ethics for the Information Technology Professional	3 SH
CS 425—System Analysis and Design	3 SH
CS 430—Operating Systems	3 SH
CS 440—Computer Organization and Architecture	3 SH
CS 493—Senior Capstone	3 SH

Six (6) upper division semester hours of Computer Networking electives selected from the following:

CS 406—Managing Web Technologies	3 SH
CS 432—Object-Oriented Analysis and Design	3 SH
CS 433—Computer Systems Security	3 SH
CS 434—Object-Oriented Programming Using Java	3 SH
CS 436—Object-Oriented Programming Using C++	3 SH

CS 445—Database Management	3 SH
CS 448—Project Management: Theory and Applications	3 SH
CS 455—Management Information Systems	3 SH
CS 459—Workflow Analysis and Groupware	3 SH
CS 465—UNIX Operating System	3 SH
CS 468—Advanced UNIX	3 SH

In addition to the requirements listed previously, students must complete one (1) of the following specializations:

Advanced Networking

CN 457—The Internet	3 SH
CN 458—Internetworking Devices and Concepts	3 SH
CN 466—Protocol Analysis	3 SH
CN 467—Design and Management of Enterprise Networks	3 SH

E-Security

CN 460—Fundamentals of E-Security	3 SH
CN 461—Security Breaches	3 SH
CN 462—Countermeasures	3 SH
CN 463—Web and E-Commerce Security	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 11 or 23 SH

Twenty-three (23) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 29 SH

CS 208—Computer Science Fundamentals	3 SH
CS 361—Control Structures	3 SH
CS 362—Data Structures	3 SH
CS 370—Assembly Language	3 SH
CS 372—Advanced Programming and Algorithms	3 SH
CS 375—Computation Theory	3 SH
MT 320—Introduction to Discrete Mathematics	3 SH
MT 360A—Calculus I	4 SH
MT 360B—Calculus II	4 SH

Advanced Computer Science Major Requirements 33 SH

CS 418—Ethics for Information Technology Professionals	3 SH
CS 430—Operating Systems	3 SH
CS 432—Object-Oriented Analysis and Design	3 SH
CS 434—Object-Oriented Programming Using Java	3 SH

or

CS 436—Object-Oriented Programming Using C++	3 SH
CS 440—Computer Organization and Architecture	3 SH
CS 444—Software Engineering	3 SH
CS 450—Data Networks	3 SH
CS 493—Senior Capstone	3 SH
MT 415—Linear Algebra	3 SH

Six (6) upper division semester hours of Computer Science electives selected from the following:

CS 424—Computer Graphics	3 SH
CS 425—Systems Analysis and Design	3 SH
CS 428—Compiler Theory	3 SH
CS 433—Computer Systems Security	3 SH
CS 437—Advanced Data and File Structures	3 SH
CS 442—Database Programming	3 SH
CS 445—Database Management	3 SH
CS 465—UNIX Operating System	3 SH
CS 468—Advanced UNIX	3 SH
CS 472—Algorithms Analysis	3 SH
CS 473—Artificial Intelligence	3 SH

Mathematics Minor (Optional) 12 SH

MT 405—Numerical Methods	3 SH
MT 417—Discrete Mathematical Structures	3 SH
MT 445—Advanced Linear Algebra	3 SH
MT 470A—Mathematical Statistics I	3 SH

General Electives 9 or 21 SH

Twenty-one (21) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN FINANCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
BA 420—Marketing*	3 SH
BA 461—Management*	3 SH
BA 481A—Business Law I*	3 SH
BA 485—Research Principles and Methods*	3 SH
EC 320—Principles of Macroeconomics	3 SH
EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Finance Major Requirements 24 SH

FIN 400—Business Finance	3 SH
FIN 420—Advanced Corporate Finance	3 SH

FIN 433—Money and Banking	3 SH
FIN 435—Fundamentals of Investments	3 SH
FIN 440—Financial Analysis, Forecasting and Planning	3 SH
FIN 450—Sources of Capital/Capital Markets	3 SH
BA 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
BA 250—Introduction to Business	3 SH
BA 315—Developing Management Skills	3 SH
BA 420—Marketing*	3 SH
BA 461—Management*	3 SH
EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Human Resource Management Major Requirements 30 SH

BA 418—Organizational Communication	3 SH
BA 426—Managing Cultural Diversity	3 SH
BA 440—Labor Relations and Economics	3 SH
BA 452—Management of Human Resources	3 SH
BA 454—Organizational Behavior	3 SH
BA 467—Employment Law, Compensation and Policy	3 SH
BA 479—Managing Technology for Business Strategies	3 SH
BA 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH

Three (3) semester hours selected from the following:

BA 447—Multi-Media Presentations	3 SH
BA 458—Project Management	3 SH
COM 411—Conflict Management	3 SH
COM 451—Interviewing Theory and Practice	3 SH
COM 466—Negotiation	3 SH
FIN 400—Business Finance	3 SH
PY 468—Psychology of Change	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 17 or 29 SH

Twenty-nine (29) elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN MARKETING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

AC 320A—Principles of Accounting I	3 SH
AC 320B—Principles of Accounting II	3 SH
BA 420—Marketing*	3 SH
BA 461—Management*	3 SH
BA 481A—Business Law I*	3 SH
BA 485—Research Principles and Methods*	3 SH
EC 320—Principles of Macroeconomics	3 SH
MT 270—Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Marketing Major Requirements 27 SH

BA 421—Marketing and Management Policies	3 SH
BA 425—Consumer Behavior	3 SH
BA 429—Advertising and Promotion	3 SH
BA 454—Organizational Behavior	3 SH
BA 465—Strategic Management	3 SH
BA 479—Managing Technology for Business Strategies	3 SH
BA 493—Senior Capstone	3 SH
BA 495E—Ethical Decision Making in Business	3 SH
FIN 400—Business Finance	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

BA 461—Management*	3 SH
BA 485—Research Principles and Methods	3 SH
EC 320—Principles of Macroeconomics	3 SH

EC 330—Principles of Microeconomics	3 SH
MT 270—Introduction to Statistics	3 SH
PA 300—Government Role in Society	3 SH
PA 400—Public Policy	3 SH

* Lower division course work acceptable in transfer.

Advanced Public Administration Major Requirements 27 SH

BA 452—Management of Human Resources	3 SH
BA 454—Organizational Behavior	3 SH
BA 458—Project Management	3 SH
BA 479—Managing Technology for Business Strategies	3 SH
BA 493—Senior Capstone	3 SH
PA 410—Public Finance	3 SH
PA 430—Community Influences on Governments	3 SH
PA 450E-W—Topics in Public Management	3 SH
PA 495F—Ethics in Government	3 SH

Upper Division Minor Requirements 0 or 12 SH

General Electives 23 or 35 SH

Thirty-five (35) elective hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

ACADEMIC CERTIFICATE

Certificate in Public Administration 18 SH

EC 320—Principles of Macroeconomics	3 SH
PA 300—Government Role in Society	3 SH
PA 400—Public Policy	3 SH
PA 410—Public Finance	3 SH
PA 430—Community Influences in Government	3 SH
PA 450E—Entrepreneurship in Government	3 SH

MINORS (OPTIONAL)

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses. A split minor, twelve (12) semester hours of 400-level credit from two areas with six (6) semester hours in each area, may also be earned in consultation with an academic advisor.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offerings section of this *Bulletin*. In addition, students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the Rueckert-Hartman School for Health Professions.

AVAILABLE RUECKERT-HARTMAN SCHOOL FOR HEALTH PROFESSIONS MINORS

The Rueckert-Hartman School for Health Professions offers students in the SPS Undergraduate Program an opportunity for a

minor in Health Care Administration or a minor in Health Information Management. Cross-enrollment for courses offered by the Rueckert-Hartman School for Health Professions may be completed following appropriate consultation with an Academic Advisor. The Health Care Administration minor is offered on-line. While these minors are especially complementary to the Business Administration major and the Public Administration major, they are options for any student.

Health Information Management Minor Requirements 12 SH

Prerequisites

HIM 313—Introduction to Health Information Management	3 SH
MT 270—Introduction to Statistics	3 SH

Upper Division Requirements

HIM 423/HCA 423—Legal Aspects of Health Services	3 SH
HIM 425/HCA 425—Quality Improvement in Health Care Settings	3 SH
HIM 450—Health Care Information Systems	3 SH
HIM 460—Health Statistics and Research Methods	3 SH

Health Care Administration Minor Requirements 12 SH

HCA 408—Health Care Policy	3 SH
HCA 410—Health Care Delivery Systems	3 SH
HCA 423—Legal Aspects of Health Services	3 SH
HCA 465—Health Care Finance	3 SH

PROFESSIONAL ACCOUNTING TRACK/MBA

The Professional Accounting Track (PAT) constitutes a collaborative effort among the faculty of the Regis College Division of Business and the School for Professional Studies. This program prepares students to take the CPA and/or CMA exam. By combining the resources (course offerings and faculty) of Regis College and School for Professional Studies graduate programs, students receive a Bachelor of Science in Accounting and an MBA degree upon completion of the program.

ADMISSION

Students are required to meet certain standards to complete this program. Upon reaching junior standing, students are required to initiate a request (application) for continuation in this program. The application process includes the following minimum requirements:

- A writing sample,
- Grade point average review and,
- Personal interviews with undergraduate and graduate advisors.

Depending on the outcomes of these minimum requirements for continuation, other requirements may be necessary; for example, the GMAT, certain course work, or additional interviews. The student's MBA advisor will make the final decision concerning the student's continuation.

Tuition and Fees

The Regis College Undergraduate Program charges per semester are listed in the Regis College section under the Undergraduate Program Expenses heading of this *Bulletin*. MBA Program charges are listed in the SPS Graduate section under the MBA Program Charges heading.

Total Program Requirements 158 SH

Total Undergraduate Requirements 128 SH

Core Studies Requirement 45 SH

Foundational Courses 30 SH

AC 320A—Principles of Accounting I 3 SH
 AC 320B—Principles of Accounting II 3 SH
 AC 410A—Intermediate Accounting I* 3 SH
 AC 410B—Intermediate Accounting II* 3 SH
 AC 410C—Intermediate Accounting III* 3 SH
 AC 440—Cost Accounting * 3 SH
 BA 481A—Business Law I * 3 SH
 EC 320—Principles of Macroeconomics 3 SH
 EC 330—Principles of Microeconomics 3 SH
 MT 270—Introduction to Statistics 3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting Major Requirements 30 SH

AC 420—Advanced Accounting 3 SH
 AC 450A—Income Tax Accounting I 3 SH
 AC 450B—Income Tax Accounting II 3 SH
 AC 460—Governmental and Not-for-Profit Accounting 3 SH
 AC 480—Auditing Principles and Procedures 3 SH
 AC 493—Senior Capstone 3 SH
 BA 495E—Ethical Decision Making in Business 3 SH
 BA 420—Marketing 3 SH
 BA 430—Business Finance 3 SH
 BA 461—Management 3 SH

General Electives 23 SH

Twenty-three (23) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

Total MBA Requirements 30 SH

MBAA 602—Interpreting Accounting Information 3 SH
 MBAA 605—Advanced Auditing 3 SH
 MBAA 615—Income Tax Research 3 SH
 MBAC 600—The Economics of Management 3 SH
 MBAC 601—Ethical and Legal Environment of Business 3 SH
 MBAC 695—Strategies in a Global Environment 3 SH
 MBAF 602—Financial Decision Making 3 SH
 MBAM 608—Advanced Business Law 3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 608—Accounting for the International Enterprise 3 SH
 MBAF 605—International Financial Management 3 SH
 MBAI 602—Issues in International Business 3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 616—Accounting for Business Combinations 3 SH
 MBAA 617—Accounting Systems 3 SH
 MBAA 618—Advanced Cost Accounting 3 SH

SPS UNDERGRADUATE COURSE DESCRIPTIONS**ACCOUNTING (AC)**

AC 320A. PRINCIPLES OF ACCOUNTING I (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations.

AC 320B. PRINCIPLES OF ACCOUNTING II (3). A continuation of AC 320A. Prerequisite(s): AC 320A.

AC 410A. INTERMEDIATE ACCOUNTING I (3). Provides an in-depth study of financial accounting including theory and problems. Discusses recent developments in accounting valuation and reporting practices promulgated by the leading accounting organizations. Emphasizes assets, liabilities, shareholders equity, income determination and preparation and analysis of financial statements. Prerequisite(s): AC 320B.

AC 410B. INTERMEDIATE ACCOUNTING II (3). Provides an in-depth study of financial accounting topics, including theory and problems. Prerequisite(s): AC 410A.

AC 410C. INTERMEDIATE ACCOUNTING III (3). A continuation of AC 410A and 410B, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.). Prerequisite(s): AC 410B.

AC 420. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting, installment sales and consignments and home office and branch operations. Prerequisite(s): AC 410C.

AC 440. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasizes current topics from CPA examinations. Prerequisite(s): AC 320B.

AC 450A. INCOME TAX ACCOUNTING I (3). Studies income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates and trusts. Prerequisite(s): AC 320B.

AC 450B. INCOME TAX ACCOUNTING II (3). A continuation of AC 450A. Prerequisite(s): AC 450A.

AC 460. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Prerequisite(s): AC 320B.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): AC 410C.

AC 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing. NOTE: Successful completion of eighteen (18) upper division Accounting semester hours required.

BUSINESS ADMINISTRATION (BA)

BA 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Cross listing: CS 206.

BA 215. PRINCIPLES OF BUDGET AND FINANCE (3). Explores development of budgets, how to read and interpret financial reports to better supervise departmental operations, control costs, set objective priorities, and improve performance.

BA 230. INTRODUCTION TO COMPUTING (3). Introduces microcomputers and computer systems. Covers categories of software including word processing, databases and electronic spreadsheets and involves creating and manipulating files. Introduces the fundamentals of program design. Cross listing: CS 200.

BA 250. INTRODUCTION TO BUSINESS (3). Explores the contemporary business environment by introducing fundamental business concepts including ethics, international business, management, marketing and finance. Provides a solid foundation for future business courses and will assist in understanding current business activities.

BA 298E-W. PRACTICUM (2). Experience in roles or projects under the supervision of a professional in the specified field to gain experience in a career field new to the student. NOTE: Portfolio Credit not available.

BA 315. DEVELOPING MANAGEMENT SKILLS (3). Introduces effective management skills and their impact on organizational, team, and individual performance. Familiarizes students with the skills of management such as delegating, coaching, conflict resolution, stress management, problem solving, and building effective teams.

BA 406. MANAGING WEB TECHNOLOGIES (3). Introduces the web development process and client side programming using Java scripts, HTTP, CGI and Perl. Provides concepts of developing interactive web sites. Covers web security and e-commerce. Cross listing: CS 406.

BA 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership. Cross listing: COM 407.

BA 410. STRATEGIC LEADERSHIP (3). Explores strategic leadership through discussion of vision, mission and values. Examines how a clear, compelling vision can move individuals and organizations towards desired goals. Evaluates strategies that translate vision and mission into action. Cross listing: COM 410.

BA 411. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, or manage common types of conflicts within organizations. Presents communication styles and strategies for working through conflict. Cross listing: COM 408.

BA 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Cross listing: COM 416.

BA 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication process functions in organizational structures. Cross listing: COM 418.

BA 420. MARKETING (3). Studies the macro and micro marketing systems and institutions, domestically and internationally. Includes marketing's role in the global economy and marketing in the United States emphasizing the development of marketing strategies and marketing mixes.

BA 421. MARKETING AND MANAGEMENT POLICIES (3). Analyzes the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies and choice of a channel of distribution. Prerequisite(s): BA420

BA 425. CONSUMER BEHAVIOR (3). Students analyze the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 426. MANAGING CULTURAL DIVERSITY (3). Provides an in-depth exploration of diversity influences in organization. Includes stereotypes and other blocks to equal treatment, and the impact of increasing diversity on organizational objectives and career expectations.

BA 429. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: COM 474.

BA 430. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): AC 320B. Cross listing: FIN 400.

BA 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 420 and FIN 433.

BA 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 430. Cross listing: FIN 435.

BA 437. PERSUASION, INFLUENCE AND MOTIVATION (3). Examines the general theories that explain persuasion and one's ability to influence others. Discusses communication skills, attitudes and competencies associated with persuasion, influence and motivation. Enables students to learn and practice powerful persuasion communication skills which will enhance both personal and professional success. Cross listing: COM 437.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 or EC 330. Cross listing: EC 440.

BA 441. TEAM LEADERSHIP (3). Examines leadership and its impact on team development, communication, quality of decision-making, and performance. Includes course activities and discussions that explore types of teams, leadership roles, member selection, team development and culture, trust and collaboration, barriers to performance, performance feedback, and leading global teams. Cross listing: COM 441.

BA 446. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: COM 451.

BA 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operational effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: CS 447.

BA 450. ELECTRONIC MARKETING (3). Provides in-depth exploration of marketing applications through the Internet and other electronic means. Includes web based advertising and promotion, transaction processing, interactive sales, customer service, and ethical considerations. Prerequisite(s): BA 420.

BA 451. PHILOSOPHICAL PERSPECTIVES: SYMBOLIC LOGIC (3). Focuses on use of symbols, formal rules, and theorems in methods of analysis to understand deep structure of statements to reduce ambiguity often associated with analysis of logic in reasoning. Cross listing: CS 461 and PL 451H.

BA 452. MANAGEMENT OF HUMAN RESOURCES (3). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force and the development and management of human resources. Studies creating a favorable work environment, including management and labor relations, remuneration and security for employees.

BA 454. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Cross listing: PY 456.

BA 457. PROJECT MAPPING AND IMPROVEMENT (3). Identifies methods and tools used in the identification, examination and improvement of process within an organization. Focuses on the involvement of various elements of an organization to identify customer requirements, evaluate current processes against those requirements, and lead the effort to make changes to processes. Prerequisite(s): BA 458.

BA 458. PROJECT MANAGEMENT (3). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing, and budgeting.

BA 461. MANAGEMENT (3). Provides comprehensive coverage of managerial principles applicable to numerous activities through a study of fundamental functions of management. Studies recent developments and their effect upon management and management techniques.

BA 462. MANAGING SMALL BUSINESS (3). Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business.

BA 465. STRATEGIC MANAGEMENT (3). Explores the understanding of strategy formulation and implementation within the competitive environment. Emphasizes the integration of knowledge acquired in previous functional area courses. Prerequisite(s): BA 420 and FIN 400 and BA 461.

BA 466. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings. Cross listing: COM 466.

BA 467. EMPLOYMENT LAW, COMPENSATION AND POLICY (3). Surveys the impact of state and federal employment law on a personnel administration. Examines applicable legislation and case studies of relevant court and administrative decisions, technical requirements, personnel policies and procedures manuals, and state employment law. Analyzes provisions of Title VII of the Civil Rights Act and other federal statutes. Prerequisite(s): BA 452.

BA 468. INTERNATIONAL BUSINESS (3). Examines scopes and challenges of doing business and marketing goods and services to foreign markets. Addresses cultural, legal, political, geographic, management, organizational, and marketing practices. Reviews establishing markets, research, distribution channels, and export processes.

BA 471. BUSINESS WRITING (3). Introduces strategies and styles used in preparing effective business communication including memoranda, letters, reports, and proposals. Examines issues related to proper composition, style, grammar, tone, electronic information, and physical presentation. Prerequisite(s): EN 203. Cross listing: EN 475.

BA 473. DECISION-MAKING AND PROBLEM SOLVING (3). Examines involvement of stakeholders in decision processes, models for decision-making, decision trees, risk analysis, and issues associated with implementation of decisions. Cross listing: COM 470.

BA 479. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, technical issues in developing systems, strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, project management, and functional management. Cross listing: CS 480. NOTE: Not for CIS majors.

BA 480E-W. ISSUES IN MANAGEMENT (3). Focuses on various aspects of Management. Provides perspective on current issues and practices in both for-profit and not-for-profit organizations. Explores legal and ethical behavior, technology's impact on management and operations, changing cultures and organizational structure, demographic shifts, and international competitive forces.

BA 481A. BUSINESS LAW I (3). Explores the foundations of law. Studies the fundamentals of contract law as applied in sales and employment contexts as well as agency law. Prerequisite(s): BA 250 and Junior standing.

BA 485. RESEARCH PRINCIPLES AND METHODS (3). Introduces research design, data acquisition and analysis. Focuses on problem definition, research elements, and application of research for the decision process.

BA 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Prerequisite(s): Senior standing. NOTE: Recommended as final course.

BA 494. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, under-development, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 481.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes cases studies, role playing and guest speakers from the business community.

BA 495F. ETHICS IN GOVERNMENT (3). Focuses on ethical problems that arise and role of the individual decision-maker in the entry-level position as opposed to the managerial level. Studies the various philosophical and social/psychological decision making systems which can be used to resolve ethical problems. Includes case studies and role-playing in the government setting. Cross listing PA 495F.

CATHOLIC STUDIES (CAS)

CAS 410S-W. THE ARTS IN CATHOLIC TRADITION (3). Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful, the history of Christian iconography, or specific media of expression (e.g., performing, visual arts, liturgical arts). Examines the spiritual power of the aesthetic experience.

CAS 420H. CATHOLIC TRADITION SOCIETY AND CULTURE: DIMENSIONS OF CONTEMPORARY CATHOLICISM (3). Introduces contemporary Catholicism with particular emphasis on United States Catholicism. Examines Catholic belief and practice and recent changes and tensions within Catholicism.

CAS 440S-W. CATHOLIC RELIGIOUS AND SPIRITUAL TRADITIONS (3). Explores Catholic Christian spiritual experiences and practices focusing on particular contributors (e.g., Benedict, Ignatius Loyola, Teresa of Avila), or particular forms of spiritual practice (e.g., mystical, monastic, Ignation) or particular spiritual disciplines (e.g., contemplation, activism, liturgical).

CAS 460S-W. PEACE AND JUSTICE IN CATHOLIC TRADITION (3). Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g., liberation, peace activism, church-state relations, political freedom), figures who have enacted Catholic teaching (e.g., Francis of Assisi, Dorothy Day), or issues (e.g., economic justice, military services, international aid). Examines biblical, papal, conciliar and theological documents.

COMMUNICATION (COM)

COM 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse.

COM 215. MANAGING INTERNET INFORMATION SERVICES (3). Introduces the Internet as a way to enrich personal, school, and business lives of students. Focuses on how to navigate search engines for research purposes, how to develop home pages for educational and business purposes, and how to customize web pages using HTML.

COM 280. COMMUNICATION THEORY (3). Surveys important theories of communication from ancient Greece to the post-modern world. Includes theories of speech acquisition, the psychology of spoken language and theories of human communication from interpersonal to mass media.

COM 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

COM 381. RESEARCH METHODS IN COMMUNICATION (3). Introduces research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skills necessary to begin original research.

COM 400. INTERCULTURAL COMMUNICATION (3). Studies how cultural perspectives affect communication including an examination of intra- and intercultural phenomena. May also explore issues of international mass media systems, and examine issues of international media coverage of events.

COM 401. NONVERBAL COMMUNICATION (3). Focuses on the human creation of meaning through such nonverbal forms as facial expression, gestures and touch, vocal behavior, dress, body movements, use of space and time, and use of objects and the environment. Addresses the international differences and meanings conveyed nonverbally.

COM 406. COMMUNICATION IN A TECHNOLOGICAL ENVIRONMENT (3). Explores the impact of the computer culture on human communication. Identifies how the computer culture has changed communication, norms, expectations and language. Practices key competencies associated with communication interaction, including interpersonal, organizational and conflict communication. Prerequisite(s): COM 210 or equivalent.

COM 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership. Cross listing: BA 407.

COM 408. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, or manage common types of conflicts within organizations. Presents communication styles and strategies for working through conflict. Cross listing: BA 411.

COM 410. STRATEGIC LEADERSHIP (3). Explores strategic leadership through discussion of vision, mission and values. Examines how a clear, compelling vision can move individuals and organizations towards desired goals. Evaluates strategies that translate vision and mission into action. Cross listing: BA 410.

COM 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Cross listing: BA 416.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication process functions in organizational structures. Cross listing: BA 418.

COM 420. MEDIATION (3). Explores the communication process where a third party helps parties negotiate interest-based solutions to problems. Provides theoretical understanding and skill-based practice to develop skills that effective mediators must possess. Includes discussion of factors that contribute to successful mediation, such as the importance of context, overcoming obstacles, motivating parties, mediator roles, mediation processes, drafting agreements, and balancing of power.

COM 426. GROUP DYNAMICS (3). Focuses on the theory and practice of small group processes. Examines group development, roles, leadership, decision-making, problem solving, conflict management and performance.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives. Prerequisite(s): COM 280.

COM 433. INTERNAL PUBLIC RELATIONS (3). Explores the role of public relations inside the organization. Discusses contributing theory, individual style and organization frameworks within which public relations must operate. Identifies strategies and tactics for building and maintaining relationships. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 433.

COM 434. WRITING FOR PUBLIC RELATIONS (3). Focuses on public relations materials prepared for the mass media, specifically new releases, fact sheets, media advisories, feature articles and news stories. Analyzes purpose, style, format, content and distribution options. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 434.

COM 435. PUBLIC RELATIONS CAMPAIGNS (3). Examines the basic structure for designing and developing public relations campaigns, campaign budgets, organizational policy issues, ethical issues, and media relations. Topics include campaign strategy, timing, and tactics. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 435.

COM 436. EVENT PLANNING FOR PUBLIC RELATIONS (3). Examines the secrets behind a successful public relations event. Topics include cultural sensitivity, timing, access, setting, staffing, catering, permits, security, budget, and the role of the media in promoting the event. Students develop an event checklist and will identify effective ways to inform and persuade the audience to attend. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 436.

COM 437. PERSUASION, INFLUENCE AND MOTIVATION (3). Examines the general theories that explain persuasion and one's ability to influence others. Discusses communication skills, attitudes and competencies associated with persuasion, influence and motivation. Enables students to learn and practice powerful persuasion communication skills which will enhance both personal and professional success. Cross listing: BA 437.

COM 438. CRISIS COMMUNICATION (3). Focuses on the three P's of crisis: plan, prepare, and practice. Topics include what to do when unexpected trouble arises, making a plan, developing a crisis communication objective, delivering the message, selecting a spokesperson, effective message delivery, informing the media and managing a press conference. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 438.

COM 439. FACILITATING GROUPS AND TEAMS (3). Examines principles and techniques associated with leading small groups in discussion, problem solving, decision-making, and strategic planning processes. Focuses on communication, redirect tangential discussions, reframe issues, manage group conflict, promote listening, and create environments conducive to collaborative processes.

COM 441. TEAM LEADERSHIP (3). Examines leadership and its impact on team development, communication, quality of decision-making, and performance. Includes course activities and discussions that explore types of teams, leadership roles, member selection, team development and culture, trust and collaboration, barriers to performance, performance feedback, and leading global teams. Cross listing: BA 441.

COM 450. SERVANT LEADERSHIP (3). Defines and analyzes servant leadership as a subset of leadership theory and research. Students develop and practice the leadership skills and behavior necessary to the performance of leadership within the context of broader community interests and concerns.

COM 451. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: BA 446.

COM 455. ADVANCED PRESENTATION METHODS AND STRATEGIES (3). Explores advanced strategies and techniques for successful, professional-level oral presentations. Emphasizes strategic purpose refinement driven by desired outcomes, situation and audience analysis and adaptation, audience participation and involvement, innovation in speaking aids and related technologies, effective use of language, dynamic delivery techniques, speaker credibility enhancement, and speech/presentation analysis and coaching strategies. Prerequisite(s): COM 210.

COM 466. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings. Cross listing: BA 466.

COM 470. DECISION MAKING AND PROBLEM SOLVING (3). Examines involvement of stakeholders in decision processes, models for decision-making, decision trees, risk analysis, and issues associated with implementation of decisions. Cross listing: BA 473.

COM 474. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: BA 429.

COM 484E-W. SOCIAL COMMUNICATION: CULTURAL CONTEXTS (3). Introduces developmental skills for initiating and sustaining communities in international environments. Examines interaction between individuals, and for facilitating successful interaction in groups, community organizations, and business environments. Specific geographic and ethnic contexts are targeted for in-depth analysis of communication behavior and relationship development. Topics include values, attitudes, social orientation, identity, and verbal and nonverbal communication.

COM 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Cross listing: SO 486.

COM 487E-W. COMMUNICATION TOPICS (3). Examines selected topics in communication. Topics include international communication in addition to current trends and research in the field.

COM 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing. Successful completion of eighteen (18) Communication Arts upper division semester hours of course work required.

COM 498N-W. INTERNSHIP IN COMMUNICATION (3). Involves placement in industry, media organizations, government or other agency for on-the-spot training and experience. Internships are for advanced Communication students. Prerequisite(s): COM 280 or equivalent. Junior standing and approval of Department Chair. NOTE: Portfolio Credit not available.

COMPUTER NETWORKING (CN)

CN 300. FUNDAMENTALS OF COMPUTER NETWORKS (3). Introduces the underlying concepts of data networks. Focuses on the terminology and technologies in current networking environments. Provides a general overview of the field of networking as a basis for continued study in the field.

CN 310. LOCAL AREA NETWORKS (3). Covers the latest concepts of Local Area Network (LAN) technologies. Provides a comprehensive introduction to the concepts, technologies, components and acronyms inherent in today's local networking environments. Prerequisite(s): CN 300.

CN 315. WIDE AREA NETWORKS (3). Provides a conceptual and working background of how Local Area Networks communicate over a wide area. Introduces telephony, the technology of switched voice communications. Introduces communication channels of the public switched telephone networks for data communications and how voice and data communications have become integrated. Prerequisite(s): CN 300.

CN 320. NETWORK ARCHITECTURES (3). Examines important networking architectures mainly TCP/IP in current corporate environments. Discusses major components and functions of each of these architectures, and methods used to connect different architectures. Provides concepts which are important to the field of systems integration as well as a conceptual basis for understanding network architectures. Prerequisite(s): CN 300.

CN 457. THE INTERNET (3). Familiarizes students with the operation, function, components and protocols of the Internet. Covers concepts necessary for establishing and maintaining Internet connectivity. Incorporates tools used to navigate and access information on the Internet. Prerequisite(s): CN 300 or CS 450.

CN 458. INTERNETWORKING DEVICES AND CONCEPTS (3). Enables networking professionals and students who already grasp the general concepts of data communications and networking to build a more detailed understanding of Internetworking. Presents techniques and components for managing network growth, and connecting disparate network architectures. Develops solutions to Internetworking problems. Prerequisite(s): CN 300 or CS 450.

CN 460. FUNDAMENTALS OF E-SECURITY (3). Introduces the concept of security management and addresses the ambient factors that constitute a sound organizational security policy. Examines basic security management, security models, risk analysis, internal and external security threats, privacy issues and security laws and regulations in an effort to provide a solid foundation for future e-security courses. Prerequisite(s): CN 300.

CN 461. SECURITY BREACHES (3). Explores sources of network security attacks and the use of penetration testing to reveal system vulnerabilities. Examines hackers, crackers and script-kiddies and what impels individuals to create vehicles of cyber-havoc. Focuses on mechanisms used to access an organization's resources and system vulnerability. Prerequisite(s): CN 460.

CN 462. COUNTERMEASURES (3). Examines the need for building a security infrastructure, global in scope and matches an organizations information flow. Introduces stringent physical security and access control technologies such as biometrics, access monitoring with honeypots and intrusion detection, firewall and router security issues, and disaster recovery planning. Prerequisite(s): CN 460.

CN 463. WEB AND E-COMMERCE SECURITY (3). Focuses on TCP/IP and other Internet protocols, web server hardening and monitoring, and the singular types of attacks that can be launched against servers facing the outside world. Addresses

unique security challenges presented by wireless communications and electronic monetary transactions on the Internet. Prerequisite(s): CN 460.

CN 466. PROTOCOL ANALYSIS (3). Enables networking professionals and students who grasp the basic concepts of networking to receive more understanding of some of the major protocols controlling the flow of information between data communication layers and cooperating processes on network nodes. Trace and analysis tools are used to analyze the frames and packets traversing a network. Prerequisite(s): CN 300 or CS 450.

CN 467. DESIGN AND MANAGEMENT OF ENTERPRISE NETWORKS (3). Enables networking professionals and students to analyze, design, and manage LANs and point-to-point networks. Exercises feature learning techniques used to design and analyze networks. Prerequisite(s): CN 300 or CS 450.

COMPUTER SCIENCE (CS)

CS 200. INTRODUCTION TO COMPUTING (3). Introduces microcomputers and computer systems. Covers categories of software including word processing, databases and electronic spreadsheets and involves creating and manipulating files. Introduces the fundamentals of program design. Cross listing: BA 230.

CS 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Cross listing: BA 206.

CS 208. COMPUTER SCIENCE FUNDAMENTALS (3). Provides an introduction for Computer Science/Computer Information Systems. Includes numbering systems, mathematical and logical binary operations, basic concepts of computer organization and operating systems. Introduces systems analysis and design, management information systems, databases, networking, and program development.

CS 241. CONTROL STRUCTURES (3). Discusses basic concepts of computer organization. Develops a precise and logical methodology in reducing complex and unformatted data to algorithmic format. Introduces the concepts and methodologies of structured programming and design. Explains the uses and abuses of control structures. Prerequisite(s): CS 208. NOTE: Credit may be awarded for CS 241 or CS 361, not both.

CS 305. INTRODUCTION TO PROGRAMMING CONCEPTS: COMMUNICATING WITH PROGRAMMERS (3). Introduces programming for non-programmers and concentrates on the terminology of structured and object oriented programmers. Provides managers of programmers methodologies used to achieve programming goals.

CS 320. "C" PROGRAMMING (3). Presents computer problem solving techniques using the "C" language as a tool. Includes data typing, assignments, flow control, repetition, modular programming with functions, arrays, strings, structures, data files, bit operations and comparisons with other high level languages. Prerequisite(s): CS 341 or CS 362.

CS 341. DATA STRUCTURES (3). Combines concepts discussed in CS 361, computer organization with structural programming and design, control structures, data structures, file organization and file processing. Emphasizes sound programming practices. Presents algorithms used in problem solving. Prerequisite(s): CS 241. NOTE: Credit may be awarded for CS 341 or CS 362, not both.

CS 361. CONTROL STRUCTURES (3). Discusses basic concepts of computer programming and design. Develops a precise and logical methodology in reducing prob-

lems and unformatted data to algorithmic format. Introduces the concepts and methodologies of structured programming and design. Demonstrates the uses, abuses, and best practices of control structures. Prerequisite(s): CS 208. NOTE: Credit may be awarded for CS 241 or CS 361, not both.

CS 362. DATA STRUCTURES (3). Combines concepts discussed in CS 361, computer programming and design, with structural programming and design. Examines data structures including arrays, structures, linked lists, queues, stacks, file organization along with file processing and algorithms used in problem solving. Emphasizes sound programming practices. Prerequisite(s): CS 241 or CS 361. NOTE: Credit may be awarded for CS 341 or CS 362, not both.

CS 370. ASSEMBLY LANGUAGE (3). Describes the elements and techniques of assembly language programming for microprocessors used in the IBM compatible family of microcomputers. Introduces computer architectures, and discusses the concepts of data representations, processing instructions, addressing modes, macros, functions and procedures, and file I/O. Prerequisite(s): CS 341 or CS 362.

CS 372. ADVANCED PROGRAMMING AND ALGORITHMS (3). Develops advanced programming skills. Presents advanced features of program design and analysis, group programming, and large project design and implementation. Examines analysis of computer algorithms from an efficiency point of view. Prerequisite(s): CS 362.

CS 375. COMPUTATION THEORY (3). Provides the concepts of languages and language analysis including lexical analysis, syntax analysis and regular expression. Introduces automata theory including deterministic and non-deterministic finite state machines and parsing techniques. Prerequisite(s): CS 341 or CS 362 and MT 320.

CS 406. MANAGING WEB TECHNOLOGIES (3). Introduces the web development process and client side programming using Java scripts, HTTP, CGI and Perl. Provides the concepts of developing interactive web sites. Covers web security and e-commerce. Cross listing: BA 406.

CS 418. ETHICS FOR THE IT PROFESSIONAL (3). Focuses on ethical problems that arise in the Information Technology world. Explores the areas of IT crime, privacy, intellectual property, software development, and employer/employee issues. Introduces the codes of ethics for various IT professional associations and organizations.

CS 424. COMPUTER GRAPHICS (3). Provides an understanding of computer graphics emphasizing graphics programming, geometric objects and transformations, viewing, shading, and pixel operations. Includes implementation of a renderer and hierarchical and object modeling. Prerequisite(s): CS 320 or CS 372 and MT 415.

CS 425. SYSTEMS ANALYSIS AND DESIGN (3). Studies the analysis and design of computer based information systems. Considers transformation processes and comprehensive design. Includes advanced technology, emphasizing expert and knowledge-based systems. Considers human resources, communications and computers in a systems framework. Prerequisite(s): CS 341 or CS 362 or CS 484 (minors only).

CS 428. COMPILER THEORY (3). Explores the concepts and theories used in the design and implementation of compilers. Studies identification of lexical elements, syntax verification and code generation. Discusses the concepts of finite state machines, grammars parsing and optimization related to compiler construction. Illustrates various parts of the compilation process. Prerequisite(s): CS 375. NOTE: Proficiency in at least one high order programming language and the use of complex data structures required. Knowledge of an assembly language desirable, but not required.

CS 430. OPERATING SYSTEMS (3). Studies the organization and operation of computer systems. Includes batch processing, interactive processing, multi-programming

systems, storage management, data sharing in main storage, resource control, file systems and processor scheduling. Prerequisite(s): CS 320 or CS 372 and MT 270 or MT 320.

CS 432. OBJECT ORIENTED ANALYSIS AND DESIGN (3). Introduces the object-oriented paradigm for systems analysis and design. Develops an object model for use in object-oriented programming. Topics include object modeling, UML, object-oriented analysis, and object-oriented design. Prerequisite(s): CS 341 or CS 362 and MT 270 or MT 320.

CS 433. COMPUTER SYSTEMS SECURITY (3). Introduces the concept of security in computing. Topics include cryptography, program security, operating systems protection, database security, and network security. Explores current security models, internal and external security threats, privacy issues and security laws and regulations. Prerequisite(s): CS 430 and CS 450.

CS 434. OBJECT-ORIENTED PROGRAMMING USING JAVA (3). Focuses on translation of object-oriented analysis and design documents into efficient Java code. Introduces Java control structures, data structures, file input and output, applets, methods, classes and objects, inheritance, polymorphism, multi-threading, graphics, and animation. Prerequisite(s): CS 320 or CS 372 and CS 432.

CS 436. OBJECT-ORIENTED PROGRAMMING USING C++ (3). Focuses on translation of object-oriented analysis and design documents into efficient C++ code. Uses C++ programming to implement object-oriented programming techniques. Emphasizes methods, classes and objects, inheritance, polymorphism, message passing, instantiation, and data hiding. Prerequisite(s): CS 320 or CS 372 and CS 432.

CS 437. ADVANCED DATA AND FILE STRUCTURES (3). Presents advanced features of data structures including linked lists, queues and trees. Studies files structures including file processing methods, sequential, indexing, hashing and sorting techniques. Prerequisite(s): CS 320 or CS 372 and MT 270 or MT 320.

CS 440. COMPUTER ORGANIZATION AND ARCHITECTURE (3). Introduces machine architecture through the traditional Von Neumann architectural schemes. Features traditional register-to-register transfer logic, ALU design, and BUS architectures. Examines disk drive performance analysis, virtual storage, cache memory, pipelining, micro-code and bit-slicing. Examines several systolic architectures and their corresponding parallel processing environments. Prerequisite(s): CS 320 or CS 372 and MT 270 or MT 320.

CS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL/PL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use subqueries, data security and integrity. Prerequisite(s): CS 445.

CS 443. COBOL PROGRAMMING (3). Introduces computing with a structured approach to the COBOL programming language. Includes algorithms, designing, coding, debugging, and documentation of programs. Discusses sequential processing, indexed sequential processing and COBOL subroutines. Introduces virtual storage and the use of Report Writer feature of ANSI COBOL. Prerequisite(s): CS 341 or CS 362.

CS 444. SOFTWARE ENGINEERING (3). Studies the different techniques used for software design, development, testing, and the methods to manage software projects. Introduces both conventional and object-oriented methods of software engineering. Prerequisite(s): CS 320 or CS 372 and CS 432.

CS 445. DATABASE MANAGEMENT (3). Introduces the theory of database design. Discusses techniques of database systems implementation, physical file organization,

data integrity, security techniques, and management of the database environment. Explores data structures used in databases, database management, and data communications. Prerequisite(s): CS 341 or CS 362 or CS 484 (minors only).

CS 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operation effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: BA 447.

CS 448. INFORMATION TECHNOLOGY PROJECT MANAGEMNT (3). Introduces management of Information Technology projects, including management of personnel resources and materials resources. Techniques for establishing goals and realistic timelines for delivery of an Information Technology project are also implemented.

CS 450. DATA NETWORKS (3). Provides the concepts and terminology of data communications and network design. Includes transmission techniques, network topologies, protocols, security network control and network architectures. Prerequisite(s): CS 320 or CS 372.

CS 455. MANAGEMENT INFORMATION SYSTEMS (3). Explores organizational and technical theories of management information systems. Provides a framework for management theory and organization theory. Examines management information system technology and its physical and logical components. Introduces decision support and expert systems. Prerequisite(s): CS 341 or CS 362 or CS 484 (minors only).

CS 459. WORKFLOW ANALYSIS AND GROUPWARE (3). Defines and describes the processes and workflows within a business. The outcome is a definition of those business processes that are conducive to Information Technology automation. Introduces groupware tools used to develop a collaborative model of a business process.

CS 460. DECISION SUPPORT SYSTEMS (3). Studies decision support systems representing recent advances in computer-based information systems. Studies how the decision support system—which is highly interactive, targets on top management, and undertakes to make relevant information available in a heuristic system from three different perspectives—differs from earlier information systems. Analyzes the historic development of information systems and the design and the implementation of decision support systems. Assesses decision support systems from the user's perspective. Prerequisite(s): CS 341 or CS 362 or CS 484 (minors only).

CS 461. PHILOSOPHICAL PERSPECTIVES: SYMBOLIC LOGIC (3). Focuses on use of symbols, formal rules, and theorems in methods of analysis to understand deep structure of statements to reduce ambiguity often associated with analysis of logic in reasoning. Cross listing: BA 451 and PL 451H.

CS 465. UNIX OPERATING SYSTEMS (3). Explores the architecture of the UNIX operating system. Provides hands-on experience in file management, the UNIX shell, using filters, using and developing pipes, security, software development tools, text processing tools and in-depth knowledge of how these aspects are incorporated into the UNIX system. Discusses how UNIX meets its design objectives, its relative merits in comparison with other operating systems, and interoperability issues. Prerequisite(s): CS 320 or CS 372 and CS 430.

CS 468. ADVANCED UNIX (3). Expands upon knowledge of UNIX systems. Introduces systems administration tasks, including software installation, system configuration, and managing user accounts. Studies risks faced by computer systems and UNIX security mechanisms. Explores UNIX system programming including signal and inter-process communication. Prerequisite(s): CS 372 and CS 465.

CS 472. ALGORITHMS ANALYSIS (3). Introduces designing and analyzing computer algorithms from an efficiency point of view. Introduces NP-complete problems and the algorithms that solve NP-complete problems. Prerequisite(s): CS 320 or CS 372.

CS 473. ARTIFICIAL INTELLIGENCE (3). Reviews the artificial intelligence field. Introduces neural networks and examines the different propagation algorithms, convergence criteria and neural network applications. Prerequisite(s): CS 208 and MT 415.

CS 477. WORK FLOW ANALYSIS (3). Defines and describes the processes and work flows within a business, with special attention to the mode of operation and management. Defines processes which are conducive to automation through groupware tools.

CS 478. AUTOMATION AND GROUPWARE TOOLS (3). Builds on the workflow analysis completed in CS 477. Utilizes "groupware" tools to develop a collaborative model of business process. Prerequisite(s): CS 477.

CS 480. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems technical issues in developing systems. Covers strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Cross listing: BA 479 NOTE: Not for CIS majors.

CS 482. WEB PROGRAMMING AND SCRIPTING (3). Introduces Web-based application development. Topics include various mark-up languages (XHTML, Dynamic HTML, and XML), several scripting languages (JavaScript, Jscript, Perl, PHP and others), Web servers (IIS and Apache), and relational databases (JDBC API, MySQL) and other skills needed to create Web-based applications. Prerequisite(s): CS 434.

CS 483. ENTERPRISE AND WEB APPLICATION PROGRAMMING (3). Presents advanced Java topics for developing scalable enterprise applications, wireless applications, and distributed systems. Topics include Enterprise Java Architecture, Java 2 Enterprise Edition (J2EE) technologies, Enterprise JavaBeans (EJB), JavaServer Pages (JSP), servlets, Remote Method Invocation (RMI), JDBC, security, and design patterns. Students will develop a complete end-to-end e-business solution. Prerequisite(s): CS 434 and CS 482.

CS 484. TECHNICAL ASPECTS OF CIS (3). Provides an executive perspective of several technical aspects of the CIS environment. Includes hardware configurations, software classes, programming theory, file structures, technical database issues, fundamental operating systems theory and data communications basis. Emphasizes research into current publications and industry trends.

CS 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Senior standing and successful completion of 18 upper division semester hours in CS, CIS or CN.

ECONOMICS (EC)

EC 201. WORLD ECONOMIC ISSUES (3). Introduces the structure and process of world economic interaction and develops an understanding of the concepts and methods used to analyze world economic issues and problems. Students assess issues and ethical problems surrounding global economics and the growing interdependence of the contemporary world.

EC 320. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 330. PRINCIPLES OF MICROECONOMICS (3). Studies microeconomics, supply and demand. Examines the causes of different market structures, their influence on market conduct and performance, and issues of public policy towards a variety of different kinds of market behavior.

EC 400. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism, and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems.

EC 420. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433 and FIN 433.

EC 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 or EC 330. Cross listing: BA 440.

EC 481. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, under-development, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 494.

EDUCATION (ED)

ED 202. PRIOR LEARNING ASSESSMENT (3). Assists students in assessing prior learning experiences to identify learning that fulfills degree requirements. Students petition for a minimum of three semester hours of credit for prior learning.

ED 205. ADULT LEARNING (3). Examines and applies various theories of adult learning focusing on different delivery models and learning strategies. Investigates issues facing adult learners in higher education and techniques for addressing those issues.

ENGLISH (EN)

EN 200. ESSENTIALS OF EFFECTIVE WRITING (3). Studies the basics of grammar and punctuation, and composition of paragraphs of description, explanation, narration, causation and process. Develops methods for free writing and brainstorming, for maintaining paragraph unity and coherence, and for critically reviewing, editing and polishing course work. Pass/No Pass grading available upon request.

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words.

EN 325. RESEARCH WRITING (3). Explores all avenues of scholarly research available to liberal arts students including library, Internet, and primary resources. Focuses on research writing, correct style and citation requirements.

EN 370. CRITICAL READING AND WRITING (3). Studies expository writing, concentrating on the longer critical essay.

EN 385. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: PL 385.

EN 405. PROFESSIONAL PERSUASIVE WRITING (3). Examines contemporary rhetorical strategies and critical thinking for enhancing professional and persuasive writing.

EN 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts.

EN 435E-W. EXPLORATION IN LITERATURE (3). Examines literary works produced by women authors and explores themes, style, and presentation of various literary genre.

EN 475. BUSINESS WRITING (3). Introduces strategies and styles used in preparing effective business communication including memoranda, letters, reports, and proposals. Examines issues related to proper composition, style, grammar, tone, electronic information, and physical presentation. Prerequisite(s): EN 203. Cross listing: BA 471.

EN 483. TECHNICAL WRITING (3). Provides hands on instruction in preparing technical reference manuals, computer user guides, operations manuals, and system documentation; instructs students in using automated documentation software and electronic document distribution via the Internet. Prerequisite(s): EN 203 or equivalent.

FINANCE (FIN)

FIN 400. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): AC 320B. Cross listing: BA 430.

FIN 420. ADVANCED CORPORATE FINANCE (3). Comprehensive study of how corporations make investment decisions, raise capital to finance their investments and manage their financial affairs to create shareholder value. Topics include capital budgeting and the cost of capital, dividend policy, capital structure and financial distress. Emphasizes developing analytical tools and problem solving. Prerequisite(s): FIN 400 or equivalent.

FIN 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433 and EC 420.

FIN 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 430 or FIN 400. Cross listing: BA 435.

FIN 440. FINANCIAL ANALYSIS, FORECASTING AND PLANNING (3). Examines the financial decision-making process with an emphasis on analysis, forecasting and budgeting techniques for both short-term and long-term resources. Prerequisite(s): FIN 420.

FIN 450. SOURCES OF CAPITAL/CAPITAL MARKETS (3). Reviews cost of capital with an emphasis on risk analysis and management. Examines sources of capital, including money markets and capital markets, lease financing, venture capital, and foreign markets. Prerequisite(s): FIN 420.

HISTORY (HS)

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 240E-W. WESTERN CIVILIZATION (3). Examines specified historical eras to gain a better understanding of political, geographical, and social history of life in the 21st century.

HS 245E-W. UNITED STATES HISTORY (3). Examines themes in United States History to gain a better understanding of political, geographical, and social history of life in the 21st century, becoming better citizens in the process.

HS 465. EUROPE SINCE 1914 (3). Studies the transformation of Europe following World War I emphasizing economic, political and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 487E-W. THEMES IN HISTORICAL PERSPECTIVE (3). Focuses on various aspects of American and world history. Provides a perspective on the history of people and events in relation to social, political, and cultural influences.

HS 487I. U.S. AND NEVADA CONSTITUTION (3). Studies the development and history of the United States and Nevada Constitutions. NOTE: Course required for all students attending Nevada Campuses.

HUMANITIES (HU)

HU 225E-W. HUMANITIES AND THE ARTS (3). Examines themes in culture through art, literature, music, and other cultural manifestations.

HU 421E-W. HUMANITIES IN CONTEMPORARY CULTURE (3). Examines modern culture topics in the Humanities including art, literature, architecture, film, music, painting, sculpture, philosophy, and religion.

HU 435E-W. VOICES OF HUMANITY (3). Explores opinions, beliefs, and exhortations of human beings in various cultures through examination of art, literature, architecture, film, music, painting, sculpture, philosophy, and religion.

HU 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division liberal arts required.

IRISH STUDIES (IRSH)

IRISH 410E-W. INTRODUCTION TO IRISH STUDIES (3). Studies academic facets of Irish culture including Religion, literature, history, and humanities.

MARKETING (MKT)

MKT 433. INTERNAL PUBLIC RELATIONS (3). Explores the role of public relations inside the organization. Discusses contributing theory, individual style and organization frameworks within which public relations must operate. Identifies strategies and tactics for building and maintaining relationships. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 433.

MKT 434. WRITING FOR PUBLIC RELATIONS (3). Focuses on public relations materials prepared for the mass media, specifically new releases, fact sheets, media advisories, feature articles and news stories. Analyzes purpose, style, format, content and distribution options. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 434.

MKT 435. PUBLIC RELATIONS CAMPAIGNS (3). Examines the basic structure for designing and developing public relations campaigns, campaign budgets, organizational policy issues, ethical issues, and media relations. Topics include campaign strategy, timing, and tactics. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 435.

MKT 436. EVENT PLANNING FOR PUBLIC RELATIONS (3). Examines the secrets behind a successful public relations event. Topics include cultural sensitivity, timing, access, setting, staffing, catering, permits, security, budget, and the role of the media in promoting the event. Students develop an event checklist and will identify effective ways to inform and persuade the audience to attend. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 436.

MKT 438. CRISIS COMMUNICATION (3). Focuses on the three P's of crisis: plan, prepare, and practice. Topics include what to do when unexpected trouble arises, making a plan, developing a crisis communication objective, delivering the message, selecting a spokesperson, effective message delivery, informing the media and managing a press conference. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 438.

MATHEMATICS (MT)

MT 101. MATH WORKSHOP (0). Provides a review of mathematics and basic algebra. Fee Required. Pass/No Pass grading only.

MT 201. COLLEGE ALGEBRA (3). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions and linear systems of equations.

MT 202. MATH SKILLS ENHANCEMENT (3). A self-paced course to improve mathematical ability. Topics include whole numbers, exponents and equations, word problems, factoring, fractions, decimals, percent, introduction to algebra, graphing and straight lines. Videotape available on each chapter for self-paced tutoring. NOTE: Does not meet the core mathematics requirement.

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic, matrices, probability, exponentials, graph theory, linear programming, game theory and problem solving skill usable by a productive citizen. Prerequisite(s): Permission of instructor required.

MT 231. PLANE TRIGONOMETRY (3). Presents trigonometric functions, relation and graphs, solution of triangles, solution of trigonometric equations and identities, applications, other topics as time permits.

MT 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive

statistic, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics.

MT 320. INTRODUCTION TO DISCRETE MATHEMATICS (3). Introduces mathematical tools used by computer scientists with an emphasis on developing problem solving abilities. Topics include machine logic, set theory, Boolean algebra, mathematical induction, and data structures. Prerequisite(s): MT 201.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 201.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): MT 360A.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): MT 360B with MT 360C strongly recommended.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B.

MT 417. DISCRETE MATHEMATICAL STRUCTURES (3). Presents tools used by mathematicians and computer scientists. Emphasizes developing problem-solving ability. Topics covered include logic, set theory, counting techniques, mathematical induction, and properties of graphs, digraphs and trees. Prerequisite(s): MT 320.

MT 445. ADVANCED LINEAR ALGEBRA (3). Continues the study of Matrices, determinants, systems of equations eigenvalues, characteristics matrices, and space matrices. Prerequisite(s): MT 415.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B.

NATURAL SCIENCE (SCI)

SCI 205E-W. NATURAL SCIENCE (3). Focuses on the basic elements of the natural sciences to provide students with a broad understanding of various themes including Geology, Astronomy and basic Physics.

PHILOSOPHY (PL)

PL 225. LOGIC AND REASONING (3). A basic logic course aimed at developing the capacity to think clearly and critically and detect and deal with fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of human communication.

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 360. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g. abortion, capital punishment and the socioeconomic order).

PL 380. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning, unclear or misleading language and manipulative techniques in various forms of human communication.

PL 385. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: EN 385.

PL 402. EASTERN RELIGIOUS PHILOSOPHIES (3). Explores philosophical concepts, religious beliefs, and faith concepts of major Asian religions including Hinduism, Buddhism, Confucianism, and Taoism. Cross listing: RC 402.

PL 451E-W. PHILOSOPHICAL PERSPECTIVES (3). Explores various aspects of philosophy from the perspective of time, social phenomena and individual viewpoint of well-known thinkers.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: RC 412E-W.

PSYCHOLOGY (PY)

PY 250. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 280. RESEARCH METHODS AND STATISTICS FOR THE SOCIAL SCIENCES (3). Provides an understanding of research methods including quantitative and qualitative designs and ethical and legal considerations in research. Examines description, interpretation and application of research results and includes role of statistics in interpreting studies. Prerequisite(s): PY 250. Cross listing: SO 280.

PY 426. PSYCHOLOGY AND THE CRIMINAL MIND (3). Studies the psychopathology of the antisocial personality. Examines theories of antisocial behavior as well as specific psychological profiles of perpetrators who commit various types of crimes. Prerequisite(s): PY 250.

PY 427. CRIMINAL PROFILING (3). Provides an introduction to the science of criminal investigative analysis, which is the process of inferring distinctive personality characteristics of individuals responsible for committing criminal acts. Discussions include wider societal contexts and implications. Prerequisite(s): PY 250. Cross listing: SO 427.

PY 428. CHILDREN AND VIOLENCE (3). Examines children as victims and perpetrators from historical, clinical and sociological perspectives. Discusses assessment and prevention of abuse and the effects of abuse as measured in long-term psychological impairment and societal impact. Prerequisite(s): PY 250. Cross listing: SO 428.

PY 429. FAMILY VIOLENCE (3). Investigates issues associated with the use of aggression against household members, aggression that is against their will and detrimental to their physical, emotional and psychological welfare. Addresses social impact of violence as well as prevention. Prerequisite(s): PY 250. Cross listing: SO 429.

PY 430. SEXUAL HOMICIDE (3). Explores the psychological mind of sex crime perpetrators and murderers, including formative influences, contexts of power, patterns and

motives. Uses case studies to probe into criminal enterprise, personal cause, group cause and sexual homicides. Prerequisite(s): PY 250. Cross listing: SO 430.

PY 431. PERSONAL VIOLENCE, GRIEVING AND SURVIVAL (3). Examines the nature of personal violence, including social and psychological definitions and circumstances. Explores the relationships of suicide to mental illness, suicide methods and places, the role and phases of grieving, as well as prevention. Prerequisite(s): PY 250. Cross listing: SO 431.

PY 433. VIOLENCE IN THE WORKPLACE (3). Interdisciplinary examination of and practical approaches to prevention, intervention and dealing with the aftermath of violence in the workplace. Prerequisite(s): PY 250. Cross listing: SO 433.

PY 440. PROFESSIONAL ETHICS IN PSYCHOLOGY (3). Provides an overview of pertinent issues related to ethics in the helping professions. Students formulate their own personal/professional ethics statements. Prerequisite(s): PY 250.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250.

PY 444. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Prerequisite(s): SO 200. Cross listing: SO 481.

PY 446. PSYCHOLOGY OF GROUP PROCESS (3). Focuses on the process specific to the practice of group psychotherapy in all its forms; psychodynamic, existential, cognitive and supportive. Examines different types of groups, group dynamics, appropriate facilitation/leadership styles, and critique different counseling theories for groups. Prerequisite(s): PY 250.

PY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving and language. Examines current research data, theories and applications. Prerequisite(s): PY 250.

PY 456. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Cross listing: BA 454.

PY 462. BEHAVIORAL AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques.

PY 463. PSYCHOLOGY OF INTIMATE RELATIONSHIPS (3). Explores the most recent information regarding the factors leading to the success or failure of intimate relationships.

PY 468. PSYCHOLOGY OF CHANGE (3). Examines change from personal and organizational perspectives. Explores principles of change, sources of resistance and strategies for overcoming resistance.

PY 469. LIFESPAN DEVELOPMENT (3). Analyzes human developmental stages from the perspectives of major theories of development—cognitive, learning, humanistic and psychoanalytic.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250.

PY 481. BIOLOGICAL FOUNDATIONS OF HUMAN BEHAVIOR (3). Examines relationships between activity of the nervous system, endocrine systems, and behavior. Topics include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, and learning. Prerequisite(s): PY 250.

PY 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. NOTE: 18 SH of upper division Psychology courses required. Recommended final course for majors.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250.

PY 498N-W. INTERNSHIP IN PSYCHOLOGY (3). Provides an intensive work experience appropriate to the psychology discipline. Prerequisite(s) PY 250 and approval of Department Chair. NOTE: Portfolio credit not available.

PUBLIC ADMINISTRATION (PA)

PA 300. GOVERNMENT ROLE IN SOCIETY (3). Examines the role and social responsibility of various government levels in our society. Explores how the levels of government (local, state, federal) are structured in providing services to its citizens and how citizen groups participate in that process.

PA 400. PUBLIC POLICY (3). Investigates and analyzes how governments determine priorities and implement policies utilizing the influences from the private sector and citizen groups. Explores issues such as privatization, health care services, social security, welfare and poverty and income distribution.

PA 410. PUBLIC FINANCE (3). Evaluates how governments spend the taxpayers' money and how they collect the revenue to carry out programs and services. Analyzes the various types of budgets utilized by governments. Explores how cost-benefit analysis is used for making allocation decisions in government. Practice how to set goals, develop performance criteria and evaluate performance of government programs.

PA 430. COMMUNITY INFLUENCES ON GOVERNMENTS (3). Examines the tools necessary to interact successfully with the communities governments serve. Explores the concepts of marketing and public relations; how to build consensus, how to develop a value oriented management style. Develops an appreciation for the political process in a free open market society.

PA 450E-W. TOPICS IN PUBLIC MANAGEMENT (3). Explores concepts of innovation and change, the use of conflict resolution for communicating while developing a model of strategic management in order to identify and evaluate opportunities. Develops an understanding and an appreciation for ethical decision-making in government using the above concepts.

PA 495F. ETHICS IN GOVERNMENT (3). Focuses on ethical problems that arise and role of the individual decision-maker in the entry-level position as opposed to the managerial level. Studies the various philosophical and social/psychological decision making systems which can be used to resolve ethical problems. Includes case studies and role-playing in the government setting. Cross listing: BA 495F.

RELIGION AND CULTURE (RC)

RC 220A. WORLD RELIGIOUS TRADITIONS I (3). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding.

RC 220B. WORLD RELIGIOUS TRADITIONS II (3). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and affect on individual outlooks and cultural interaction.

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, Death and dying, and religious understandings of family life.

RC 402. EASTERN RELIGIOUS PHILOSOPHIES (3). Explores philosophical concepts, religious beliefs, and faith concepts of major Asian religions including Hinduism, Buddhism, Confucianism, and Taoism. Cross listing: PL 402.

RC 410E-W. AMERICAN RELIGIOUS TRADITIONS (3). Focuses on the religious practices and beliefs of various ethnic and cultural groups which comprise religious communities in the United States.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: PL 485E-W.

RC 415. PEACE AND JUSTICE IN CATHOLIC THOUGHT (3). Studies the sources and influences of Catholic social teaching. Focuses on such themes as liberation theology, economic justice, war and peace, and workplace rights. Cross listing: CAS 460S.

RC 458. JUDAISM (3). Studies Judaic religious history and traditions, sacred scriptures, key historic figures, and contemporary issues facing the local and international Jewish community as well as its connection to and relationships with members of other faith perspectives.

RC 459. ISLAM (3). Presents essential elements of Islam including practices, beliefs, and relationships to other world religions.

RC 470E-W. ADULT SPIRITUALITY (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes.

RELIGIOUS STUDIES (RS)

RS 200. INTRODUCTION TO RELIGIOUS STUDIES (3). Introduces the academic study of religion and develops an awareness of the nature of religion, the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns.

RS 305. OLD TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the Old Testament focusing on specific Old Testament themes.

RS 306. NEW TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the New Testament, emphasizing the person of Jesus and the Gospels and writings of Paul.

RS 401E-W. TOPICS IN OLD TESTAMENT STUDIES (3). Investigates key themes in Old Testament literature, involving study of the resources and methods of biblical scholarship.

RS 402E-W. THEMES IN NEW TESTAMENT STUDIES (3). Investigates key themes in New Testament literature, involving study of the resources and methods of modern biblical scholarship.

RS 406. APPROACHES TO BIBLICAL LITERATURE (3). Surveys key themes in the Hebrew and Christian scriptures, utilizing the resources and methodology of contemporary biblical scholarship.

RS 407. JESUS WITHIN JUDAISM I (3). Provides an historical introduction to the social, political and cultural milieu of 1st century Judaism and the relationship of Rabbi Yeshua ben Yoseph (Jesus) to the Judaism of his time.

RS 408. DIMENSIONS OF CONTEMPORARY CATHOLICISM (3). Introduces contemporary Catholicism with particular emphasis on United States Catholicism. Examines Catholic belief and practice and recent changes and tensions within Catholicism. Cross listing: CAS 420H.

RS 422. JESUS OF NAZARETH (3). Studies the significance of Jesus of Nazareth's life and message in the context of his historical existence, and the faith traditions of Christian peoples.

RS 424. JESUS WITHIN JUDAISM II (3). A continuation of Jesus within Judaism I.

RS 455. WOMEN, RELIGION AND SPIRITUALITY (3). Encourages students to think critically and with insight about their own spiritual, cultural, and religious experiences. Emphasizes the value of feminist approaches to spiritual experiences in social and personal transformation. Topics include ancient goddess traditions, female expression of spirituality in various religious traditions, contemporary trends, and future implications. Journal writing, as well as exploring and sharing one's own journey are significant.

RS 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division Religious Studies required.

SOCIOLOGY (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and processes.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

SO 280. RESEARCH METHODS AND STATISTICS FOR THE SOCIAL SCIENCES (3). Provides an understanding of research methods including quantitative and qualitative designs and ethical and legal considerations in research. Examines description, interpretation and application of research results and includes role of statistics in interpreting studies. Prerequisite(s): PY 250. Cross listing: PY 280.

SO 350. CRIMINOLOGY (3). Analyzes social, political and economic forces that shape the nature, extent and definitions of crime. Includes corporate and government crime; the relationship of racism, sexism and drugs with crime; and imprisonment. Prerequisite(s): SO 200 or permission of instructor.

SO 415. SHIFTING GENERATIONAL DEMANDS ON CONTEMPORARY SOCIETY (3).

Examines the effects of generational demands on the character of contemporary institutions and society in the United States. Explores the social implications of changing roles of people.

SO 421. SOCIOLOGY OF GENDER (3). Examines the social implications of changing roles of men and women in the workplace and the changing roles within the family. Explores comparable worth, sexual harassment, and management and leadership paradigms.

SO 427. CRIMINAL PROFILING (3). Provides an introduction to the science of criminal investigative analysis, which is the process of inferring distinctive personality characteristics of individuals responsible for committing criminal acts. Discussions include wider societal contexts and implications. Prerequisite(s): PY 250. Cross listing: PY 427.

SO 428. CHILDREN AND VIOLENCE (3). Examines children as victims and perpetrators from historical, clinical and sociological perspectives. Discusses assessment and prevention of abuse and the effects of abuse as measured in long-term psychological impairment and societal impact. Prerequisite(s): PY 250. Cross listing: PY 428.

SO 429. FAMILY VIOLENCE (3). Investigates issues associated with the use of aggression against household members, aggression that is against their will and detrimental to their physical, emotional and psychological welfare. Addresses social impact of violence as well as prevention. Prerequisite(s): PY 250. Cross listing: PY 429.

SO 430. SEXUAL HOMICIDE (3). Explores the psychological mind of sex crime perpetrators and murderers, including formative influences, contexts of power, patterns and motives. Uses case studies to probe into criminal enterprise, personal cause, group cause and sexual homicides. Prerequisite(s): PY 250. Cross listing: PY 430.

SO 431. PERSONAL VIOLENCE, GRIEVING AND SURVIVAL (3). Examines the nature of personal violence, including social and psychological definitions and circumstances. Explores the relationships of suicide to mental illness, suicide methods and places, the role and phases of grieving, as well as prevention. Prerequisite(s): PY 250. Cross listing: PY 431.

SO 432. RESTORATIVE JUSTICE (3). Investigates addressing crime within and outside the criminal justice system. Topics include crime as a violation of people and relationships, obligations to make things right, justice, prevention, intervention, monitoring, and correction, as it involves the victim, the offender and the community. Prerequisite(s): SO 200.

SO 433. VIOLENCE IN THE WORKPLACE (3). Interdisciplinary examination of and practical approaches to prevention, intervention and dealing with the aftermath of violence in the workplace. Prerequisite(s): PY 250. Cross listing: PY 433.

SO 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change. Prerequisite(s): SO 200 or permission of instructor.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power.

SO 476. SOCIAL JUSTICE IN THE WORKPLACE (3). Examines the sociological aspects of work from the personal viewpoint of the individual in the workplace as well as the greater impact and implications of societal norms and expectations within the workplace.

SO 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Cross listing: PY 444.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Cross listing: COM 486.

SO 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division Social Science required.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies.

SO 498N-W. INTERNSHIP IN SOCIOLOGY (3). Provides an intensive work experience appropriate to the sociology discipline. Prerequisite(s): SO 200 and approval of Department Chair. NOTE: Portfolio credit not available.

SPS GRADUATE PROGRAMS

GENERAL INFORMATION

Since the mid-1970's, the Regis University School for Professional Studies (SPS) has been nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in SPS. Dating from 1978, when the first graduate degree was offered at Regis, SPS Graduate Programs has expanded its options for adults, now offering seven (7) different graduate degrees and twenty-four (24) graduate certificates to well over 4,000 adult students. The following graduate degrees vary in content, delivery system and focus; however, they hold in common a commitment to serving adult learners with quality, value-oriented, relevant graduate education.

- Master of Arts (MA)
- Master of Arts in Counseling Psychology (MACP)
- Master of Business Administration (MBA)
- Master of Nonprofit Management (MNM)
- Master of Science in Computer Information Technology (MSCIT)
- Master of Science in Management (MSM)
- Master of Science in Software and Information Systems (MSSIS)

LEARNING FORMATS

A variety of learning formats and locations offer graduate students flexibility and options in completing graduate study. Among all degrees, close attention is given to the integration of theory and practice as well as opportunities to develop skills and abilities that prepare learners for changing demands of the workplace. Graduate study is available via classroom-based, guided independent study and distance technology formats.

Classroom-Based

Most classroom-based courses are offered in an eight-week accelerated format. Some are offered in a sixteen-week academic period, or in a weekend intensive format. Most accelerated courses meet one evening a week for a total of 28-32 contact hours. Course instruction is based on a facilitative model of learning.

Guided Independent Study (GIS)

For guided independent study, student's share the responsibility for course design with a graduate Faculty Advisor at Regis University, as well as an outside expert who serves as a Course Consultant. Plans for course study are formalized in a Learning Contract. The Learning Contract is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Distance Technology

Educational technologies like videotape, CD, e-mail, synchronous and asynchronous web technologies offer learners convenience and flexibility as well as opportunities for learning any time and any place.

LEARNING FORMAT AND INSTRUCTIONAL SITES BY DEGREE

All SPS graduate degrees are available at several campus locations, and via distance technology. The following is a listing of instructional sites for SPS Graduate Programs.

- | | |
|-------|--|
| MA | Seminars at the Lowell and Las Vegas, Nevada Campuses; non-campus based learning format; guided independent study; distance technology. |
| MACP | Campus-based; semester and eight-week academic periods at the Lowell, Boulder, Colorado Springs and Las Vegas, Nevada campuses. |
| MBA | Classroom-based; eight-week academic periods at the Lowell, DTC, Interlocken at Broomfield, Fort Collins, Colorado Springs and Las Vegas, Nevada Campuses. NOTE: External MBA Program offered via distance technology. |
| MNM | Accelerated classroom-based; eight-week academic periods at the Lowell and DTC Campuses. Also available via distance technology in eight-week academic periods. |
| MSCIT | Accelerated classroom-based; eight-week academic periods at the Lowell, DTC, Boulder, Interlocken at Broomfield, Fort Collins and Colorado Springs Campuses. MSCIT online program is offered via distance technology. |
| MSM | Accelerated classroom-based; eight-week academic periods at the Lowell, DTC, Boulder, Interlocken at Broomfield and Fort Collins Campuses. Also available via distance technology in eight-week academic periods. |
| MSSIS | Accelerated online program offered via distance technology. |

ADMISSION

APPLICATION DEADLINE

Application materials for admission to graduate degree programs must be submitted thirty (30) days prior to the start of courses. Students are encouraged to check specific degree program deadlines. The completed application form, application fee, student copies of transcript(s)—to be followed by official copies—and other designated documents must be submitted to the Graduate Marketing and Admission Office prior to the student starting classes. All documents submitted during the application process become the property of Regis University.

Admission on Probation

Students who do not meet all academic admission criteria but demonstrate promise for the program, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or higher on the first nine (9) hours of graduate course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 grade point average removes the probationary status and entitles students to good academic standing.

Expired Applications

Applications remain current for one year after submission. Students who do not sign a Degree Plan within one year must reapply and complete the admissions process under the policies and degree requirements in effect at the time of reapplication.

Returning Students

Graduate degrees are designed to allow flexibility in the completion of the course of study. Students may find it necessary to stop taking courses for a period of time. Students who have an active Degree Plan are not required to complete the admissions process again. They can restart at any time.

Nondegree-Seeking Students

Students seeking admission as a nondegree-seeking, special student must:

- Provide official documentation of a baccalaureate degree from a regionally accredited college or university.
- Have appropriate work experience.
- Meet prerequisite requirements.
- Degree Chair approval.

A maximum of nine (9) semester hours may be taken. Additional semester hours may be taken with approval of the appropriate Degree Chair.

Nondegree-seeking students are not eligible to receive financial aid or veteran's benefits.

Nondegree-seeking students who wish to become degree-seeking must meet all the admission and degree requirements for that degree. Courses taken by nondegree-seeking, special students apply to an SPS graduate degree only if the courses are appropriate to the selected degree.

International Students

All international students must complete general admission requirements as outlined under the "International Student" heading in the SPS General Information section of this *Bulletin*.

Additionally, the applicant's undergraduate degree must be equivalent to a four year bachelor's degree granted by a regionally accredited college or university in the United States. Equivalency is determined by an approved credential evaluation service paid for by the applicant. In addition, applicants with an international background must demonstrate graduate level English writing skills.

International applicants can only be considered for full acceptance (not conditional), and must maintain a full-time course load. International applicants are not eligible for Financial Aid.

TUITION AND FEES

Registration confirmations and invoices are mailed to students. Payment of tuition and fees is expected during the first week of the academic period. There are several payment options, which are explained in the General Information section of this *Bulletin* under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call Enrollment Services at (303) 458-4126 to request a copy of the brochure "Paying Your Tuition at Regis University."

STANDARDS OF CONDUCT

A detailed summary of regulations and the student discipline process is available in the Student Handbook, which covers all University students. Students may request a copy of the Handbook from the Office of Student Life located in the Student Center or view it online at www.regis.edu.

STUDENT ETHICS STATEMENT

It shall be a violation of the ethical standards applicable to all Regis graduate students in all graduate course work for any student to use information shared, or comments or opinions expressed by another student during the course of class discussions in a manner which is intended to humiliate, embarrass, harass, damage or otherwise injure other students in their personal, public or business/professional lives.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University. Students involved in such dishonest activity may be denied admission to the Program, expelled from the University, receive "F" grades for those courses in which academic record integrity was violated, lose academic scholarship awards for the next academic year, or receive other sanctions as deemed appropriate.

GRADUATE PROGRAMS PLAGIARISM POLICY

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all

work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism may include:

- a failing grade on the assignment,
- failure of the course,
- or, expulsion of the student from the course or the department.

Procedures for Plagiarism

An instructor who suspects that a student has committed plagiarism consults with the Degree Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

The instructor and Degree Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Degree Chair, shall inform the student in person or by personal telephone call, and by certifying mail (to the local address on record in the office of Enrollment Services - Registrar) of the evidence, charges, and possible penalties. All written documents will be placed in the student file.

Student Appeal Process

The student involved may appeal any plagiarism accusation or sanction given in Graduate Programs. The written appeal must be made to the Associate Academic Dean of Graduate Programs whose decision is final.

ACADEMIC INFORMATION

STUDENT RESPONSIBILITIES

Graduate students are expected to have college-level writing skills when they enter a graduate program. These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure) along with analysis of issues, support of position and clarity of thought. Each student is responsible for meeting the writing standards designated by the degree program.

For master's students, a personal computer with a modem is an indispensable management tool. The benefits of having full-time access to a personal computer far exceeds those obtained through sharing the limited amount of equipment in Regis' computer laboratories. Students are encouraged to have access to their own personal computer, either through personal ownership, rental or arrangements made with their employer.

ACADEMIC STANDING

To sustain good academic standing at the graduate level, a cumulative grade point average of 3.000 for 600-level course work is required. The cumulative grade point average is computed by dividing the total number of grade points earned in the 600-level courses, by the total number of semester hours attempted in those courses. No more than two (2) courses with grades of "C" can count toward graduation requirements. A grade lower than a "C" (e.g. "C-") is not counted toward degree requirements, but is included in the cumulative grade point average.

PROBATION

Graduate students whose cumulative grade point average falls below 3.000 for 600-level course(s) at the end of any given semester are placed on academic probation. After one semester on probation, a student's performance will be reviewed by the appropriate Degree Chair and the Associate Academic Dean for Graduate Programs. Normally, students on probation are permitted to take only one course per term; students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the Degree Chair and the Associate Academic Dean for Graduate Programs. In addition, graduate students who receive a grade of "C" or less in two courses are subject to academic review. Students are formally notified of their academic probation in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

SUSPENSION

Students on probation who do not achieve a 3.000 grade point average are suspended. Academic Suspension is recorded on the student's permanent academic record (transcript). Students are formally notified of their suspension from Regis University in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

Students who are notified of academic suspension for the previous semester and who are currently in attendance in a Regis University Class, may complete that class. Any additional registrations will be dropped.

After one calendar year, the student may apply for readmission by fulfilling the following written requirements:

- Submit a letter requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- Submit a written contract, signed by the student and the appropriate Degree Chair, which states how the student will meet the required minimum 3.000 grade point average or an agreed-upon provisional grade point average within a defined period.

Applications for readmission are addresses to the Associate Academic Dean for Graduate Programs, School for Professional Studies.

DISMISSAL

Academic dismissal is action taken by Regis University in which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, a graduate student must have been suspended, applied for and been readmitted to Regis University on academic probation, and failed to achieve either the required minimum 3.000 grade point average or an agreed-upon provisional grade point average as predetermined by the student and the appropriate Degree Chair. Academic dismissal is recorded on the permanent academic record (transcript).

Suspension/Dismissal Appeal Procedure

Students who wish to appeal their suspension/dismissal must complete the following requirements within thirty (30) days of the date on the letter of notification for Suspension/Dismissal.

Write a letter or send an email to the Associate Academic Dean for Graduate Programs, School for Professional Studies stating:

- Why the student should not be suspended or dismissed from the University.
- What prevented the student from successful progress toward completion of academic goals.
- A commitment that the student is ready to proceed in serious academic study.
- A request for an appointment with the Associate Academic Dean for SPS Graduate Programs to discuss the terms for continuation in the student's academic program and/or Regis University.

Decisions on Suspension/Dismissal appeals by the Associate Academic Dean for Graduate Programs are final; no further appeals are accepted.

GRADING

For information on grade reports, incomplete grades, change of recorded grade, and repeat for higher grade, students should refer to the University General Information section of this *Bulletin*.

Grade of Incomplete

If a grade of Incomplete is approved by the instructor for an SPS graduate course, the incomplete grade assigned is "I/F". The length of time for completion is determined by the instructor but may not exceed the end of the following term. If the work is not completed by the deadline, the Incomplete will revert to a grade of "F".

Grade of "In Progress"

If a grade of In Progress (IP/F or IP/N) is approved by the instructor for an appropriate SPS Graduate course, the length of time is up to a maximum of twelve (12) months to complete the required

assignment(s). However, the decision on the completion deadline is determined by the instructor in consultation with the student. For additional information on IP grades, refer to the General Information section of this *Bulletin*.

Appeals of Disputed Grades

For information regarding appeals of disputed grades students should refer to the SPS General Information section of this *Bulletin*.

Transfer Credit

Transfer of credit is permitted for the MA, MACP, MBA, MNM, MSCIT, and MSM graduate degrees. Of the total semester hours required for any one of these graduate degrees, no more than 20% of the total semester hours required may be comprised of transfer course work or course work included in a previously earned graduate degree from another regionally accredited college or university or from Regis University. Graduate degrees with the total semester hours required equal to either thirty or thirty-six (30 or 36) semester hours, may transfer a maximum of six (6) semester hours. Graduate degrees for which forty-eight (48) semester hours are required, permit nine (9) hours of transfer credit.

Course(s) considered for transfer must be graduate level and be equivalent to a course required for the degree or meet a degree requirement category (e.g., general elective). Students must have earned a minimum grade of "B-" for the course(s) to be eligible for transfer and only credit completed within the last ten (10) years is eligible for transfer consideration. Some Graduate programs may have a more restrictive age limit for transfer credit than the University limit of ten (10) years. Transfer credit is approved by a graduate Faculty Degree Chair or designee.

Course work is eligible for transfer at any point in the Degree Plan unless otherwise stated. Graduate degree programs may have more specific or more restrictive transfer credit policies than these stated policies. Specific transfer credit policies are stated in the appropriate graduate degree section of this *Bulletin*.

Degree Plan

The Degree Plan is a written agreement between the student and the appropriate graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and a graduate Faculty Advisor or designee.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by each program and is listed in the degree requirements. During that period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign either a new Degree Plan reflecting current degree requirements or request in writing an extension of the Degree Plan. A request for an extension is submitted to the Degree Chair who has

final authority to approve or deny. The student must complete any degree requirement changes associated with the new Degree Plan.

GRADUATION

Application

The Application for Graduation Form must be submitted to the Graduate Programs Office before eligibility for graduation can be evaluated. The Application for Graduation is required at the beginning of the semester in which the student expects to complete graduation requirements or within approximately six (6) semester hours of completing the degree requirements. Specific application deadlines are available from the Graduate Programs Office at the Lowell Campus or at other instructional sites. Failure to make application by the proper date may delay graduation.

Students should refer to the General Information section for additional information on graduation, application processing, degree award, diplomas, graduation honors and commencement.

GRADUATE ACADEMIC CERTIFICATE COMPLETION

The application for Graduate Level Academic Certificate form must be submitted to the Graduate Programs Office before eligibility for certificate completion can be evaluated. The Application for Certificate Completion is required at the beginning of the semester in which the student expects to complete the certificate requirements or within approximately three (3) to six (6) semester hours of completing the certificate requirements*. Specific application deadlines are available from the Graduate Programs Office at the Lowell Campus or at other instructional sites. Failure to make application by the proper date may delay receiving the certificate.

* Dependent upon how many courses per term a student is completing.

MASTER OF ARTS (MA)

INTRODUCTION

The Master of Arts (MA) degree provides students with an individually designed, multidisciplinary and academically rigorous program. The MA is a student-centered program that enhances students' educational choices for intellectual, professional, and personal growth. The degree is learner-designed and focuses on the achievement of the specific learning objectives and outcomes of each student. It provides a framework for students to plan a course of study unique to their own graduate learning needs. Students, with faculty approval, designate an academic specialization that reflects the individualized course of study included in their degree plan.

A strong collaborative working relationship with the faculty provides students with support and advice necessary to plan their individualized course of study. Students who prefer more structure may choose from an array of suggested academic specializations to support their career needs or to support their personal learning

goals. Students whose learning goals go beyond the traditional graduate degree will find this degree to be relevant.

In addition to the MA core faculty, the program draws professors from many departments throughout Regis University and from experts working within the community. Courses from other Regis SPS graduate programs are available for integration into students' specialized degree programs. At Regis University, the spiritual, ethical, and social development of the Master of Arts graduate student is of utmost importance. Opportunities for self-reflection, critical and creative thinking, community outreach, and service learning, are foundational dimensions of this degree.

ADMISSION

MA admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must demonstrate an ability to achieve graduate-level writing and critical analysis abilities before admission to the MA degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes and non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Completed admission essays.
- Two letters of recommendation.
- Current resume.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission. In some cases a student may be encouraged or required to complete preparatory graduate work prior to enrollment in the program, and/or attend a telephone or campus interview.

WRITING SKILLS

Since writing skills are critical to successful completion of the MA program, any student receiving an evaluation of "Limited" on either writing portion of the essays submitted with the application, will be required to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level courses in the program.

Students receiving an evaluation of "Adequate" on the essays will be encouraged to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level courses in the program.

MA PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$350
Tuition, Las Vegas (per semester hour)	\$370
Application Fee (non-refundable)	\$75

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

MA DEGREE REQUIREMENTS

The Master of Arts degree requires the successful completion of thirty-six (36) semester hours of graduate course work (600-level) in an individualized Degree Plan. Core courses, research methods, and a master's research project are required.

Students must maintain a cumulative grade point average of 3.000 or better in all 600-level courses. A grade of "C" or higher is required in all 600-level courses. A maximum of two (2) courses with a grade of "C" can be applied toward the degree requirements. A grade of "C-" or lower is unacceptable.

OVERLOAD

Students are considered to be enrolled full-time if they are registered for six (6) semester hours in one (1) semester. Students who want to register for more than six (6) semester hours in any semester may do so with the approval of the Faculty advisor.

Degree Plan

Students must complete all degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign a new Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Core Requirements 9 SH

MAPC 601—Graduate Research	3 SH
MAPC 602—Ethics and Multiculturalism	3 SH
MAPC 603—MA Graduate Seminar	3 SH

Specialization Courses 18-21 SH

Students select existing Regis University Graduate courses for which they have met prerequisites or design individualized study courses aligned with their degree plan. Courses formerly listed under the Master of Arts in Liberal Studies degree are eligible to be selected as specialization courses. All courses must be associated with the students approved specialization.

Capstone Requirements

6-9 SH

MAPC 688—MA Capstone Planning	3 SH
MAPC 696—MA Capstone	3 SH
or	
MAPC 697A—MA Thesis A	3 SH
and	
MAPC 697B—MA Thesis B	3 SH

DOUBLE SPECIALIZATION

Students may elect to complete the Master of Arts degree with two (2) specializations. Each specialization must include a minimum of fifteen (15) semester hours of courses for each specialization. Courses for one specialization may not be applied to the second specialization.

SECOND SPECIALIZATION

A Regis University Master of Arts graduate who wishes to return for a second specialization must meet all the current core requirements and fifteen (15) semester hours for the new specialization.

INDIVIDUALIZED GRADUATE CERTIFICATES

Students may elect to complete a Graduate Professional Studies Certificate or a Graduate Liberal Studies Certificate. An individualized certificate plan will be completed based on the student's specific goals. A specialization for the certificate will be proposed by the student and approved by the faculty prior to enrollment. The specialization will appear on the student's academic transcript. A minimum of twelve (12) semester hours and a maximum of fifteen (15) semester hours are required.

Certificate Admissions

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Two letters of recommendation.
- Completed admission essays.
- Current resume.

Transfer Credit

Graduate transfer credit is not accepted into the certificate program. All required hours must be earned through Regis University.

Certificate Requirements

An academic certificate requires that students meet the following requirements in addition to the specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. Student signature on the Certificate Plan must occur before the completion of the first course.
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

MASTER OF ARTS COURSE DESCRIPTIONS (MA)

MASTER OF LIBERAL STUDIES (MLS)

MLS 500. ESSENTIALS FOR GRADUATE LEVEL WRITING (3). Develops writing proficiencies for producing credible written documents at the graduate level. Through frequent writing exercises with course consultant feedback, students learn to recognize common grammatical errors and to demonstrate precision, clarity, coherence and unity in writing. Students master the elements of academic writing, including presentation, expression, economy, precision, and documentation, and culminate this knowledge into a written graduate-level document. Cross listing: EDFD 500.

MLS 501. CRITICAL THINKING SKILLS (3). Examines how to determine the difference between good and bad ideas and how something does or does not "make sense". Studies the quality of thinking used in researching conclusions. Demonstrates how to think critically and to evaluate information.

MASTER OF ARTS: CORE (MAPC)

MAPC 601. GRADUATE RESEARCH (3). Explores strategies, methods and skills for locating and evaluating graduate research literature. Familiarizes students with specialized academic journals and literature within specializations. Explores graduate research methods, including qualitative and quantitative research paradigms. NOTE: MA Program students only.

MAPC 602. ETHICS AND MULTICULTURALISM (3). Focuses on multicultural ethics. Introduces ethical theories for analyzing ethical situations and for making ethical decisions within and across cultures. Explores role of ethics in various academic disciplines and professional fields. NOTE: MA Program students only.

MAPC 603. MA GRADUATE SEMINAR (3). Includes attendance and participation in graduate seminars, preparation and presentation of graduate portfolio, degree planning, assessment of learning outcomes and documenting progress toward learning goals. NOTE: MA Program students only.

MAPC 688. MA CAPSTONE PLANNING (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. A proposal for a capstone project to thesis is to be submitted for fac-

ulty approval. Prerequisite(s): Permission of Advisor required. NOTE: MA Program students only.

MAPC 696. MA CAPSTONE (3). Demonstrates mastery of the student's declared and approved specialization. Projects may include applied research projects, services learning projects, internship projects or other capstone projects as approved by the faculty. Prerequisite(s): MAPC 688. Approval of Capstone Proposal required.

MAPC 697A. MA THESIS A (3). Thesis project part 1: focuses on the introduction, literature review, and explanation of the methods used in the student's thesis. Co-requisite: MAPC 697B. Prerequisite(s): MAPC 688. Approval of Thesis Proposal required.

MAPC 697B. MA THESIS B (3). Thesis project part 2: focuses on results, analysis, discussion and conclusions of the student's thesis. Co-requisite: MAPC 697A.

MASTER OF ARTS: PROGRAM (MAP)

MAP 690E-W. MA INDIVIDUALIZED STUDY (3). Provides an opportunity for faculty-directed individualized study in a field or topic as designated in the Degree Plan. The goals, content, and outcomes and assessments are to be proposed by the student and approved by the faculty prior to enrollment. Prerequisite(s): Permission of Advisor required. NOTE: MA Program students only.

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

The Master of Arts in Liberal Studies program has been discontinued effective Fall 2005. The Master of Arts (MA) program has replaced the Master of Arts in Liberal Studies program.

ADULT LEARNING, TRAINING AND DEVELOPMENT (MAAL)

MAAL 601. HISTORY AND METHODS OF ADULT EDUCATION (3). Examines the history and methods of adult education from both global and local perspectives. Analyzes the philosophical, political and sociological foundations of adult education. Applies insights to contemporary issues of interest, e.g. basic and alternative adult education programs, literacy, welfare to work programs, industrial and corporate training and lifelong learning.

MAAL 602. INTERDISCIPLINARY APPROACHES TO LIBERAL STUDIES (3). Focuses on traditional and current theories based in interdisciplinary liberal studies from a holistic perspective that includes the arts, natural and social sciences, and the humanities. Emphasizes human inquiry appearing in myths, symbols, and creativity from a global perspective with special attention to the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MALC 602, MAPY 602 or MASO 602.

MAAL 603. ETHICS IN MULTICULTURAL SOCIETY (3). Considers the philosophical foundations of ethical issues facing research and practice in the emphasis areas in the Master of Arts in Liberal Studies program. Examines privacy and the question of values in research, codes of ethics, contemporary issues, and the development of ethical practice in today's multicultural society. Cross listing: MALC 603, MAPY 603 or MASO 603.

MAAL 604. INDIVIDUAL IN MULTICULTURAL SOCIETY (3). Considers the role of the individual and the nature of multicultural societies from the perspective of a range of disciplines represented in the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MALC 604, MAPY 604 or MASO 604.

MAAL 631. ADULT LEARNING AND DEVELOPMENT (3). Introduces the basic concepts and recent research and theories about adult learning, motivation and development. Explores how adults develop cognitively, emotionally and culturally. Students learn about themselves as changing learners, explore issues related to adult learning and development and compare various perspectives on adult learning and development.

MAAL 632. FACILITATING ADULT LEARNING (3). Provides in-depth understanding of effective instructional ways to enhance adult learning and motivation in educational, business and organizational settings. Applies adult learning theories, intrinsic motivation strategies, instructional design techniques and how these essentials relate to culturally diverse adult learners.

MAAL 633. PROGRAM PLANNING FOR ADULT EDUCATION (3). Provides a thorough understanding of planning procedures and strategies that result in effective programs for adults who are learning in a wide variety of social and institutional settings. Explores how to do strategic planning, conduct needs assessments, detect and solve human performance problems and market and evaluate their intended programs.

MAAL 652. LEADERSHIP DEVELOPMENT (3). Provides students with leadership skills in adult training and development. Emphasizes interpersonal communication and focuses on the learning environment. Includes communication styles, motivation of individuals, work force diversity, and evolutions of group cultures. Introduces leadership theories and applications. The focus is on leadership development for communication consultants, adult educators, and trainers. Cross listing: MALC 652.

MAAL 687. ETHNOGRAPHIC RESEARCH METHODS (3). In depth exploration of ethnography as a method of research, particularly in the context of service learning. Provides basis for development of the capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MALC 687, MAPY 687 or MASO 687.

MAAL 688. RESEARCH METHODS (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MALC 688, MAPY 688 or MASO 688.

MAAL 690E-W. INDEPENDENT STUDY: ADULT LEARNING, TRAINING AND DEVELOPMENT (1-6). Provides an opportunity for faculty-directed independent research in any field or topic in adult learning, training and development not covered in scheduled course offerings.

MAAL 696. RESEARCH PROJECT (3). Students identify a capstone project, initiate a research plan using appropriate research design, and present their finding in an interpretive paper that may be supplemented by other media. Prerequisite: Any Research Methods course or concurrent enrollment. Note: IP Grading. May not be taken for credit with Thesis A or B. Cross listing: MALC 696, MAPY 696 or MASO 696.

MAAL 697A. THESIS A (3). Capstone project part 1: the Introduction, literature view, and explication of the methods used in the student's thesis. Prerequisite: Any Research Methods course or concurrent enrollment. Cross listing: MALC 697A, MAPY 697A or MASO 697A.

MAAL 697B. THESIS B (3). Capstone project part 2: results, analysis, discussion, and conclusions of the student's thesis. Prerequisite(s): Thesis A or concurrent enrollment. Cross listing: MALC 697B, MAPY 697B or MASO 697B.

LANGUAGE AND COMMUNICATION (MALC)

MALC 601. HISTORY AND METHODS OF LANGUAGE AND COMMUNICATION (3). Studies the structure and dynamics of language. Considers the nature of language as a part of the communication process. Examines major theories, research methods, and philosophical perspectives critical to the understanding of the structure and dynamics of language and communication.

MALC 602. INTERDISCIPLINARY APPROACHES TO LIBERAL STUDIES (3). Focuses on traditional and current theories based in interdisciplinary liberal studies from a holistic perspective that includes the arts, natural and social sciences, and the humanities. Emphasizes human inquiry appearing in myths, symbols, and creativity from a global perspective with special attention to the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 602, MAPY 602 or MASO 602.

MALC 603. ETHICS IN MULTICULTURAL SOCIETY (3). Considers the philosophical foundations of ethical issues facing research and practice in the emphasis areas in the Master of Arts in Liberal Studies program. Examines privacy and the question of values in research, codes of ethics, contemporary issues, and the development of ethical practice in today's multicultural society. Cross listing: MAAL 603, MAPY 603 or MASO 603.

MALC 604. INDIVIDUAL IN MULTICULTURAL SOCIETY (3). Considers the role of the individual and the nature of multicultural societies from the perspective of a range of disciplines represented in the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 604, MAPY 604 or MASO 604.

MALC 605. THE WRITER'S VOICE (3). Considers the presence and influences of the individual writer's voice in varied forms of writing from fiction, nonfiction, personal and political documents. Organizes around a series of issues concerning life and values related to our understanding of the self. Provides an intensive study of the individual approaches to literature chosen for their impact on the human imagination. Emphasizes selected figures and schools of thought.

MALC 606. COMMUNICATION AND VALUES (3). Examines the social context of language and communication emphasizing issues of values, change, conflict, diversity and ethics. Considers literature and communication.

MALC 607. COMMUNICATION IN AN INTERDISCIPLINARY CONTEXT (3). Provides an interdisciplinary approach to understanding language and communication, which includes perspectives from areas such as psychology, biology and anthropology, as well as from linguistics and communication. Emphasizes current theoretical and interdisciplinary issues.

MALC 630. TECHNICAL COMMUNICATION: THEORY AND PRACTICE (3). Provides an in-depth study of technical communication, with an emphasis on technical writing and editing. Critiques and applies technical communication theory, technical research methodology, and effective technical writing techniques. Emphasizes document and content for communication within government, scientific, industrial, and other agencies.

MALC 634. LEGAL DIMENSIONS OF TECHNICAL COMMUNICATION (3). Focuses on the legal obligations in the technical communication profession. Analyzes, clarifies and defines obligations to the employer, the audience, and oneself. Includes such legal topics as: the basics of the United States and state legal systems, privacy, copyright and trademark laws, and defamation.

MALC 636. COMPUTER MEDIATED COMMUNICATION: THEORY AND PRACTICE (3). Investigates how technical communication is part of the online environment and how it differs from traditional methods. Assesses and uses a variety of multimedia and

other software for technical communication. Emphasizes project planning, audience analysis, design, and other creative applications. Explores theoretical and research implications of online communication.

MALC 637. COMMUNICATION MANAGEMENT (3). Analyzes technical communication systems within organizations. Emphasizes information flow, internal and external audiences, and organization cultures. Includes analysis and application through case studies, theoretical implications and research methodologies.

MALC 652. LEADERSHIP DEVELOPMENT (3). Provides students with leadership skills in adult training and development. Emphasizes interpersonal communication and focuses on the learning environment. Includes communication styles, motivation of individuals, work force diversity, and evolutions of group cultures. Introduces leadership theories and applications. The focus is on leadership development for communication consultants, adult educators, and trainers. Cross listing: MAAL 652.

MALC 653. CREATIVE WRITING (3). The Creative Writing course is designed to introduce graduate students to fiction and nonfiction writing. This course helps students develop their skills, to discover their distinctive voices, and to give their creative work their undivided attention.

MALC 654. DEVELOPING THE CHARACTER IN THE NOVEL (3). Studies the various techniques used in creating and developing characters in a novel. Examines published novels, which have characters readers can identify as authentic. Students create a portfolio of work.

MALC 687. ETHNOGRAPHIC RESEARCH METHODS (3). In depth exploration of ethnography as a method of research, particularly in the context of service learning. Provides basis for development of the capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 687, MAPY 687 or MASO 687.

MALC 688. RESEARCH METHODS (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 688, MAPY 688 or MASO 688.

MALC 690E-W. INDEPENDENT STUDY: LANGUAGE AND COMMUNICATION (1-6). Provides an opportunity for faculty-directed independent research in any field or topic in language and communication not covered in scheduled course offerings.

MALC 696. RESEARCH PROJECT (3). Students identify a capstone project, initiate a research plan using appropriate research design, and present their finding in an interpretive paper that may be supplemented by other media. Prerequisite: Any Research Methods course or concurrent enrollment. Note: IP Grading. May not be taken for credit with Thesis A or B. Cross listing: MAAL 696, MAPY 696 or MASO 696.

MALC 697A. THESIS A (3). Capstone project part 1: the Introduction, literature view, and explication of the methods used in the student's thesis. Prerequisite: Any Research Methods course or concurrent enrollment. Cross listing: MAAL 697A, MAPY 697A or MASO 697A.

MALC 697B. THESIS B (3). Capstone project part 2: results, analysis, discussion, and conclusions of the student's thesis. Prerequisite(s): Thesis A or concurrent enrollment. Cross listing: MAAL 697B, MAPY 697B or MASO 697B.

PSYCHOLOGY (MAPY)

MAPY 601. HISTORY AND METHODS OF PSYCHOLOGY (3). Provides an in-depth examination of the development of psychological thought from its historical roots to the present. Includes discussion of the requirements of a general theory of humankind, and associated methods of research, in such areas as personality traits, motivation, values and psychological deviation.

MAPY 602. INTERDISCIPLINARY APPROACHES TO LIBERAL STUDIES (3). Focuses on traditional and current theories based in interdisciplinary liberal studies from a holistic perspective that includes the arts, natural and social sciences, and the humanities. Emphasizes human inquiry appearing in myths, symbols, and creativity from a global perspective with special attention to the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 602, MALC 602 or MASO 602.

MAPY 603. ETHICS IN MULTICULTURAL SOCIETY (3). Considers the philosophical foundations of ethical issues facing research and practice in the emphasis areas in the Master of Arts in Liberal Studies program. Examines privacy and the question of values in research, codes of ethics, contemporary issues, and the development of ethical practice in today's multicultural society. Cross listing: MAAL 603, MALC 603 or MASO 603.

MAPY 604. INDIVIDUAL IN MULTICULTURAL SOCIETY (3). Considers the role of the individual and the nature of multicultural societies from the perspective of a range of disciplines represented in the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 604, MALC 604 or MASO 604.

MAPY 605. HUMAN GROWTH AND DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MAPY 630. INTRODUCTION TO THE CATHOLIC TRADITION (3). Introduction to basic Roman Catholic teaching for lay ministers and administrators. Topics include the Church's self-understanding, sources of Catholic belief, social justice, Canon Law, morality, liturgy and sacraments. Cross listing: MNM 604. NOTE: Pastoral Administration or permission of instructor.

MAPY 631. APPLIED CATHOLIC TEACHING AND TRADITION (3). Focuses on Catholic teaching and tradition in contemporary parishes. Includes Canon Law, Sacramental Theology, Liturgy, Moral and Social Teaching and Tradition, Prayer and Spirituality, Ecumenism and Interfaith relationships, Church and State. Assists parishes in applying theological, ecclesial and non-profit management skills. Prerequisite(s): MAPY 630 or MNM 604. Cross listing: MNM 605.

MAPY 652. PSYCHOLOGY OF SPIRITUALITY (3). Examines and analyzes the theoretical connection and issues that create life and tension between the disciplines of psychology and the spirituality of various religious traditions. Equips students with knowledge of, and experience with, important spiritual principles that are significant to the effective counseling process.

MAPY 653. JUNGIAN DREAMWORK (3). Follows the individuation process through messages delivered from the unconscious and particularly through dreams. Examines Jung's psychology as applied to dream work.

MAPY 654. PSYCHOLOGY OF WOMEN (3). Examines and evaluates the psychology of women from several perspectives including developmental concepts, social and political issues, gender roles, and culture. Creates a forum for women's issues with special consideration toward counseling.

MAPY 655. PSYCHOLOGY OF CREATIVITY (3). Examines creativity from a cross-cultural perspective. Explores creative expression as an essential element in the history of humankind, as well as an important developmental factor in the individual. Includes a survey of current psychological theories of creativity.

MAPY 656. ECOPSYCHOLOGY FOR PROFESSIONALS (3). Explores the earth-human relationship and its impact upon the well being of individuals, families, communities, and the Earth. Emphasis on professional leadership and global transformation.

MAPY 687. ETHNOGRAPHIC RESEARCH METHODS (3). In depth exploration of ethnography as a method of research, particularly in the context of service learning. Provides basis for development of the capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 687, MALC 687 or MASO 687.

MAPY 688. RESEARCH METHODS (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 688, MALC 688 or MASO 688.

MAPY 690E-W. INDEPENDENT STUDY: PSYCHOLOGY (1-6). Provides an opportunity for faculty-directed independent research in any field or topic in psychology not covered in scheduled course offerings.

MAPY 696. RESEARCH PROJECT (3). Students identify a capstone project, initiate a research plan using appropriate research design, and present their finding in an interpretive paper that may be supplemented by other media. Prerequisite: Any Research Methods course or concurrent enrollment. Note: IP Grading. May not be taken for credit with Thesis A or B. Cross listing: MAAL 696, MALC 696 or MASO 696.

MAPY 697A. THESIS A (3). Capstone project part 1: the Introduction, literature view, and explication of the methods used in the student's thesis. Prerequisite: Any Research Methods course or concurrent enrollment. Cross listing: MAAL 697A, MALC 697A or MASO 697A.

MAPY 697B. THESIS B (3). Capstone project part 2: results, analysis, discussion, and conclusions of the student's thesis. Prerequisite(s): Thesis A or concurrent enrollment. Cross listing: MAAL 697B, MALC 697B or MASO 697B.

SOCIAL SCIENCE (MASO)

MASO 601. HISTORY AND METHODS OF SOCIAL SCIENCE (3). Examines the history and research methods of the social sciences with special emphasis on common theoretical perspectives among the social sciences, while allowing students to explore one discipline in greater depth.

MASO 602. INTERDISCIPLINARY APPROACHES TO LIBERAL STUDIES (3). Focuses on traditional and current theories based in interdisciplinary liberal studies from a holistic perspective that includes the arts, natural and social sciences, and the humanities. Emphasizes human inquiry appearing in myths, symbols, and creativity from a global perspective with special attention to the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 602, MALC 602 or MAPY 602.

MASO 603. ETHICS IN MULTICULTURAL SOCIETY (3). Considers the philosophical foundations of ethical issues facing research and practice in the emphasis areas in the Master of Arts in Liberal Studies program. Examines privacy and the question of values in research, codes of ethics, contemporary issues, and the development of ethical practice in today's multicultural society. Cross listing: MAAL 603, MALC 603 or MAPY 603.

MASO 604. INDIVIDUAL IN MULTICULTURAL SOCIETY (3). Considers the role of the individual and the nature of multicultural societies from the perspective of a range of disciplines represented in the emphasis areas in the Master of Arts in Liberal Studies program. Cross listing: MAAL 604, MALC 604 or MAPY 604.

MASO 605. SOCIAL THEORY (3). Examines the major figures and schools of classic social thought in the context of modern disciplinary theory of the student's own choosing.

MASO 631. GLOBAL JUSTICE (3). Analyzes the ethics of globalization. The phenomenon of globalization is critically examined from economic, historical, social, environmental, political, and other perspectives. Develops an ethical concept of justice designed to be applied globally and identify an appropriate theory and method of analysis, based upon the student's own conceptualization of global justice.

MASO 632. POLITICAL VIOLENCE: THEORY AND CASE STUDIES (3). Addresses the problem of violence from an interdisciplinary perspective, particularly political violence in the era of globalization. Students gain in-depth knowledge of at least one major religious or other theoretical perspective on political violence; obtain a significant broad understanding about political violence in the contemporary world, including applications of the concept of Just War and means of countering violence.

MASO 633. PEACE MOVEMENTS AND ORGANIZATIONS (3). Examines peace movements and organizations in both the broad contexts in which they arise, and in the mechanisms and processes of their formation, operation, and successes and failures. Examines issues related to peaceful and nonviolent movements vis-à-vis violent groups working toward similar goals.

MASO 634. SOCIAL JUSTICE AND RECONCILIATION SEMINAR (3). Emphasizes reflection, theory, knowledge, and practice. Concludes fulfillment of the learning objectives of the Academic Certificate in Social Justice, Peace, and Reconciliation by student participation in a seminar and production of a major paper or project. Cross listing: MNM 687.

MASO 687. ETHNOGRAPHIC RESEARCH METHODS (3). In depth exploration of ethnography as a method of research, particularly in the context of service learning. Provides basis for development of the capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 687, MALC 687 or MAPY 687.

MASO 688. RESEARCH METHODS (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. Cross listing: MAAL 688, MALC 688 or MAPY 688.

MASO 690E-W. INDEPENDENT STUDY: SOCIAL SCIENCE (1-6). Provides an opportunity for faculty-directed independent research in any field or topic in social science not covered in scheduled course offerings.

MASO 696. RESEARCH PROJECT (3). Students identify a capstone project, initiate a research plan using appropriate research design, and present their finding in an interpretive paper that may be supplemented by other media. Prerequisite: Any Research Methods course or concurrent enrollment. Note: IP Grading. May not be taken for credit with Thesis A or B. Cross listing: MAAL 696, MALC 696 or MAPY 696.

MASO 697A. THESIS A (3). Capstone project part 1: the Introduction, literature view, and explication of the methods used in the student's thesis. Prerequisite: Any Research Methods course or concurrent enrollment. Cross listing: MAAL 697A, MALC 697A or MAPY 697A.

MASO 697B, THESIS B (3). Capstone project part 2: results, analysis, discussion, and conclusions of the student's thesis. Prerequisite(s): Thesis A or concurrent enrollment. Cross listing: MAAL 697B, MALC 697B or MAPY 697B.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (MACP)

INTRODUCTION

The Master of Arts in Counseling Psychology (MACP) is a graduate degree program designed to prepare counselors who wish to work in a variety of community based mental health counseling settings. The degree course work fulfills the academic credit requirements of the State of Colorado Licensing Board necessary to apply for and sit for the examination for the Colorado Professional Counselor License (<http://www.dora.state.co.us/mentalhealth/pcboard.htm>). In addition, the MACP program is in substantive compliance with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) <http://www.cacrep.org>.

Students must be admitted to the MACP program and meet course prerequisites in order to enroll in any course with the MCPY prefix. Course work for the program is offered on the Regis University Denver Campus in a variety of evening and weekend formats. The program is also offered at the Colorado Springs Campus on evenings and weekends using a student cohort group progression model for admission and advancement within the program.

MARRIAGE AND FAMILY THERAPY SPECIALIZATION (Nevada Only)

The MMFT specialization is a forty-eight (48) semester hour program that is designed to meet the licensing requirements for the State of Nevada. It is only available at the Las Vegas, Nevada campuses.

ADMISSION

MACP admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must demonstrate an ability to achieve graduate-level writing and critical analysis abilities before admission to the MACP degree program. A background in Psychology is preferred for applicants seeking program admission.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes and non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.

- Completed admission essays.
- Two letters of recommendation.
- Current resume.

After the application file is complete, other program requirements for admission include the following:

- Attendance at an on-campus admission interview with program faculty.
- Minimum levels of technological competence and computer literacy including the following: knowledge of common computing terms; thorough knowledge of word processing, including attachments, spell check, copy and paste, etc.; proficiency with sending/receiving e-mail, including e-mail with attached files; students must have an e-mail address; proficiency with web browser software; and familiarity with navigating the World Wide Web.
- Once all documentation has been received and the prospective student has attended a MACP admission interview, an Admission Committee reviews the application and makes an admission decision. Students may be admitted "unconditionally" or "conditionally" or "provisionally". Students admitted "conditionally" or "provisionally" will be required to complete specific program requirements or course work prior to or during the course of the program. "Conditionally" and/or "provisionally" admitted students must apply in writing to the degree chair for "Unconditional Admission" prior to approval for Counseling Practicum placement.
- The Counseling Psychology Program offers perspective students opportunities to apply for admission three (3) times a year for the Regis University Denver Campus and one (1) time annually in the fall for the Colorado Springs Cohort Group. Admission applications and requirements can be found on the Regis web pages at <http://update.regis.edu/spsGPOnlineApps>.
- Applicants must submit all admission materials prior to the admission deadline and attend an on-campus admission interview in order to be considered for admission. All admitted students must also attend a new student orientation prior to enrolling in course work. Admission deadlines, applicant interview dates, and new student orientation dates are published on the Regis MACP program web site at www.regis.edu/spsgrad. select "MACP" Program.

WRITING SKILLS

Since writing skills are critical to successful completion of the MACP program, any student receiving an evaluation of "Limited" on either writing portion of the essays submitted with the application, will be required to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level courses in the program.

Students receiving an evaluation of "Adequate" on the essays will be encouraged to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level courses in the program.

MACP PROGRAM CHARGES FOR THE 2005 – 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$370
Liability Insurance	\$140

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

MACP DEGREE REQUIREMENTS

The Master of Arts in Counseling Psychology is comprised of forty-eight (48) semester hours for degree requirements.

Each MACP student:

- must complete the appropriate degree requirements as specified in the Bulletin.
- must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. In addition, a student who receives a grade of "C+" or less in two (2) courses will be subject to academic review and may be suspended from the program. No grades in courses less than a "B-" will be counted toward degree requirements (e.g., "C+" or less). In courses that are graded with "P" (Pass) or "N" (No Pass), only grades of "P" will count towards graduation of master's degree requirements. MACP candidates must also maintain acceptable ratings on the MACP Student Performance Evaluation (SPE) throughout the program. Students who are rated below minimum program requirements on the SPE may be subject to a remediation plan to address professional competency deficiencies. In some cases, suspension or dismissal from the MACP program may be determined.
- is expected to attend MACP program orientations and seminars. Attendance standards are established by the MACP Degree faculty.
- is expected to share in the responsibilities of his/her own learning in partnership with faculty advisors, instructors and colleague students.

OVERLOAD

Students are considered to be enrolled full-time if they are registered for six (6) semester hours in one (1) semester. Students who want to register for more than six (6) semester hours in any semester may do so only with the approval of the Degree Chair.

CLINICAL COURSE WORK

One (1) semester of Supervised Counseling Practicum and two (2) semesters of community-agency Counseling Internship (a total of 800 logged hours) is required for the degree, taken sequentially over a minimum of three (3) semesters. Student clinical place-

ment in Practicum and Internship courses must be approved by the Clinical Coordinator prior to Counseling Practicum.

Transfer Credit

Nine (9) semester hours of graduate course work may be approved for transfer from another accredited university if it is determined by the MACP advisor and the Degree Chair that the course work meets program requirements.

STUDENT COMPETENCIES AND REMEDIATION IN THE PROGRAM

As a student progresses in the program, faculty will evaluate student performance using the MACP Student Performance Evaluation (SPE) at developmental points throughout the program. Students will receive feedback on the SPE regarding their professional strengths as well as areas for growth. Students exhibiting unsatisfactory performance in any area will be referred by faculty to the MACP Degree Chair who will appoint a Faculty Review Committee to address the needs of the student. A specific remediation plan and/or a recommendation on progression or dismissal from the MACP program will be made to the Degree Chair by the Faculty Review Committee. Once approved, the recommendations by the committee will be included in the student's academic record and proof of compliance must be demonstrated by the student prior to further progression in the program.

Degree Plan

Students must complete all degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign a new Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY	48 SH
MCPY 600—Introduction to Community Counseling Psychology	3 SH
MCPY 605—Human Growth and Development	3 SH
MCPY 610—Theories of Counseling	3 SH
MCPY 615—Cultural Issues and Social Justice	3 SH
MCPY 620—Abnormal Psychology	3 SH
MCPY 625—Professional Orientation and Ethical Issues	3 SH
MCPY 630—Groups: Process and Counseling	3 SH
MCPY 635—Counseling Techniques I	3 SH
MCPY 638—Counseling Techniques II	3 SH
MCPY 640—Research Methods and Program Evaluation	3 SH
MCPY 645—Appraisal: Testing and Measurement	3 SH
MCPY 650—Career Counseling and Development	3 SH
MCPY 692—Counseling Practicum I: Clinical Supervision	3 SH
MCPY 693—Counseling Practicum I	3 SH
MCPY 698A—Supervised Counseling Internship A	3 SH
MCPY 698B—Supervised Counseling Internship B	3 SH

Students enrolled in the MACP Program must complete the Supervised Practicum and Supervised Internship placement at an approved site authorized by the MACP Clinical Coordinator.

Marriage and Family Therapy Specialization (Las Vegas Campus Only) 48 SH

Core Requirements 15 SH

MMFT 605—Human Growth and Development	3 SH
MMFT 610—Theories of Counseling	3 SH
MMFT 615—MFT Counseling Techniques	3 SH
MMFT 620—Abnormal Psychology	3 SH
MMFT 625—Professional Orientation and Ethical Issues	3 SH

Professional Sequence 30 SH

MMFT 630—Human Sexuality	3 SH
MMFT 635—Family Systems Theory	3 SH
MMFT 645—Family System Therapy	3 SH
MMFT 650—Family Dynamics and Diversity Issues	3 SH
MMFT 655—Marriage and Family Therapy-Couples	3 SH
MMFT 660—Substance Abuse Counseling	3 SH
MMFT 665—Marriage and Family Therapy-Children	3 SH
MMFT 698A—Supervised MFT Practicum I	3 SH
MMFT 698B—Supervised MFT Practicum II	3 SH
MMFT 698C—Supervised MFT Practicum III	3 SH

Research Requirement 3 SH

MMFT 640—Research Methods and Program Evaluation*	3 SH
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* Course must be completed in the final semester of the program.

Nine (9) semester hours (three courses) of Supervised MFT Practicum is required as part of the Regis University program. There are 200 practicum hours required for each of the three Regis University Supervised MFT practicum course (a total of 600 hours.)

The State of Nevada's post-masters internship and the Regis University supervised practicum courses are not related. Regis University has no involvement in the State internships.

COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS (MCPY)

MCPY 600. INTRODUCTION TO COMMUNITY COUNSELING PSYCHOLOGY (3).

Examines the historical, philosophical, societal, cultural, economic and political dimensions of, and trends in community human services/mental health. Explores foundations of counseling traditions including depth, scientific, humanistic, and post-modern approaches. NOTE: MACP Program students only.

MCPY 605. HUMAN GROWTH AND DEVELOPMENT (3).

Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases. Cross listing: MAPY 605 or MMFT 605. NOTE: MACP Program students only.

MCPY 610. THEORIES OF COUNSELING (3). Introduces the major historical and contemporary theories of counseling. Examines techniques and styles of counselors using distinct approaches to counseling along with their application to case studies. Cross listing: MMFT 610. NOTE: MACP Program students only.

MCPY 615. CULTURAL ISSUES AND SOCIAL JUSTICE (3). Examines the multicultural and socioeconomic influences of psychology, personality development and perceptions of abnormal behavior and counselor attitudes. Presents theories of multicultural counseling and competencies. Discrimination and oppression are considered from a social justice perspective along with related strategies including advocacy. NOTE: MACP Program students only.

MCPY 617. GENDER, POWER AND SEXUALITY (3). Examines cultural and historical influences that shape attitudes and construct gender roles, power, and sexuality. Studies relational aspects of power and oppression, examining impact on individuals, families, and couples. Emphasizes skills, techniques, and ethical concerns. NOTE: MACP Program students only.

MCPY 620. ABNORMAL PSYCHOLOGY (3). Provides an in-depth examination of abnormal psychological development and multicultural variations. Studies the theoretical approaches and treatments that flow out of various psychological paradigms. Cross listing: MMFT 620. NOTE: MACP Program students only.

MCPY 625. PROFESSIONAL ORIENTATION AND ETHICAL ISSUES (3). Examines ethical codes, standards, state statutes, practice guidelines, professional organizations and history. Focuses on ethical decision-making skills and contemporary ethical issues in the counseling field. Cross listing: MMFT 625. NOTE: MACP Program students only.

MCPY 630. GROUPS: PROCESS AND COUNSELING (3). Studies theories of group counseling including group dynamics and leadership. Includes different types of groups and group composition. Experiential learning methods are employed. NOTE: MACP Program students only.

MCPY 635. COUNSELING TECHNIQUES I (3). Introduces the psychotherapeutic process and dynamics of the helping relationship. Focuses on developing basic counseling skills such as clinical interviewing, clinical record keeping and report writing, DSM-IV-TR diagnosis, assessment of various clinical issues, and treatment planning. Assists students in preparing a professional resume, practicing interviews for a practicum position, and identifying sites for their practicum/internship experience. Prerequisite(s): MCPY 605, MCPY 610, MCPY 620 and MCPY 625. NOTE: MACP Program students only.

MCPY 636. COUNSELING TECHNIQUES II (3). Reviews current therapies used in community counseling settings, particularly depth psychotherapy, humanistic psychotherapy, and community cultural therapies. Includes skill development through role plays and video taping. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 640. RESEARCH METHODS AND PROGRAM EVALUATION (3). Provides an understanding of types of research methods including quantitative and qualitative designs, basic statistics, and ethical and legal considerations in research. Principles, practices and applications of needs assessment and program evaluation are reviewed. Cross listing: MMFT 640. NOTE: MACP Program students only.

MCPY 645. APPRAISAL: TESTING AND MEASUREMENT (3). Focuses on the application of basic concepts and statistics in the interpretation of tests and inventories utilized by counselors. Explores testing methodologies, interpretive criteria, and ethical and multicultural implications from the psychological perspective. NOTE: MACP Program students only.

MCPY 650. CAREER COUNSELING AND DEVELOPMENT (3). Develops a comprehensive understanding of theories of career development and their application to diverse populations. Explores methods of effective career counseling, test administration, and interpretation of assessment tools. NOTE: MACP Program students only.

MCPY 660. SUBSTANCE ABUSE COUNSELING (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. Prerequisite(s): MCPY 605, MCPY 610, MCPY 615, MCPY 620 and MCPY 625. Cross listing: MMFT 660.

MCPY 664. FAMILY ORIGINS AND LIFE CYCLES (3). An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 665. THEORIES OF FAMILY THERAPY (3). Explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on the influences of the family system and larger social contexts. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 666. THE PRACTICE OF FAMILY THERAPY (3). Focuses upon the practice and techniques of various approaches used to treat couples and families in therapy. Bowenian, Structural, Strategic, Solution-focused, and Narrative therapies will be explored through role-playing and videotaping. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 667. MARITAL SYSTEMS AND COUPLES THERAPY (3). Provides an overview of theories of couples therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crisis, and the therapeutic process and interventions. Prerequisite(s): MCPY 635. NOTE: MACP Program Students only.

MCPY 668. COUNSELING CHILDREN AND ADOLESCENTS IN THE FAMILY (3). Examines theories and techniques for counseling children and adolescents. Emphasizes individual and systemic techniques, assessment, and consultation skills. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 670. CREATIVE PROCESSES IN PSYCHOTHERAPY (3). Explores interdisciplinary theories of creativity and expressive arts as well as their therapeutic practices in the use of imagery, storytelling, dance, music, psychodrama, poetry, writing, movement, dream work and visual arts. Prerequisite(s): MCPY 655. NOTE: Course is didactic as well as experiential. MACP Program students only.

MCPY 671. HUMANISTIC AND EXISTENTIAL PSYCHOTHERAPY (3). An in-depth exploration of Humanistic and Existential Psychotherapy. Emphasizes skill and techniques using experiential and role-play methods. Includes ethical issues and applications to a variety of clinical populations. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 673. SPIRITUALITY AND PSYCHOTHERAPY (3). Examines theories and methodologies for integrating spirituality and religious tradition in to the therapeutic process. Emphasizes processes for identifying, articulating, and exploring spiritual and religious values with clients. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 674. GRIEF THERAPY (3). Explores theoretical frameworks for counseling clients who have suffered losses in their lives. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 675. GESTALT THERAPY (3). Explores the principles and therapeutic processes of Gestalt Psychotherapy. Emphasizes awareness, contact processes, and therapeutic experiments with individuals, family relationships, and groups. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 676. ECOPSYCHOLOGY (3). Introduces Ecopsychology which views the human as in relationship with an inter-connected world. Examines both basic theory and therapeutic interventions of Ecotherapy. Prerequisite(s): MCPY 610. NOTE: MACP Program students only.

MCPY 678. PLAY THERAPY (3). Includes a historical and theoretical basis of play therapy. Emphasizes Child-Centered, Gestalt, Adlerian, and Filial play therapy. Experiential methods, role-plays and supervision of non-clinical play therapy cases are incorporated. Prerequisite(s): MCPY 636 and MCPY 668. NOTE: MACP Program students only.

MCPY 679. SANDTRAY THERAPY TECHNIQUES (3). Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 681. JUNGIAN DEPTH PSYCHOLOGY (3). Introduces the basic theoretical structure of classical Jungian psychology. Focuses on foundational clinical practices of amplification, active imagination, and dream work through primary source readings, demonstrations, role play, and journaling. Prerequisite(s): MCPY 635. NOTE: MACP Program students only.

MCPY 683. ARCHETYPAL AND IMAGINAL PSYCHOLOGY (3). Introduces a re-visioning of depth psychology which recognizes the role of cultural, religious, and mythical patterns in human experience and perceives human imagination and receptivity to a world en-souled as basic to psychological health. Prerequisite(s): MCPY 681. NOTE: MACP Program students only.

MCPY 685. QUALITATIVE RESEARCH METHODS (3). Examines phenomenological approaches to research from the humanistic and "Human Science" tradition. Focuses upon a descriptive analysis of the meaning and value of everyday experience as "lived" phenomena. NOTE: MACP Program students only.

MCPY 687. MYTH, STORY, AND FAIRY TALE: CLINICAL USES (3). Examines how depth psychology can explore universal patterns of experience symbolically through myth, story, and fairy tale. Focuses on recognizing universal themes which appear in therapeutic work with clients' daily experiences. Prerequisite(s): MCPY 681. NOTE: MACP Program students only.

MCPY 689. JUNG AND THE SACRED (3). Presents Jung's understanding of the basic human need for religious experiences (experiences of the numinous) and meaning in life. Includes practice in recognizing and honoring the spiritual nature of the client's therapeutic process. Prerequisite(s): MCPY 681. NOTE: MACP Program students only.

MCPY 690E-W. INDEPENDENT STUDY: COUNSELING (1-3). Provides an opportunity for faculty-directed independent research in an approved topic in counseling not covered in scheduled course offerings. Prerequisite(s): Permission of Degree Chair required.

MCPY 692. PRACTICUM I: CLINICAL SUPERVISION (3). Provides student in Practicum with individual and group supervision by program faculty. Co-requisite: MCPY 693. Prerequisite(s): MCPY 635. Permission of Instructor and Clinical Coordinator required. NOTE: This course is for students who have a signed Degree Plan beginning Fall 2005.

MCPY 693. COUNSELING PRACTICUM I (3). Offers initial exposure to community counseling field placement. Emphasizes counseling role, agency function, and basic skills. Co-requisite: MCPY 692. Prerequisite(s): MCPY 635. Permission of Instructor and Clinical Coordinator required. NOTE: This course is for students who have a signed Degree Plan beginning Fall 2005.

MCPY 695E-W. SEMINAR IN COUNSELING PSYCHOLOGY (3). Addresses current topics relevant to professional counselors in a variety of settings. Content varies by term according to the changing concerns of practicing psychotherapists as well as current issues in individual, family, and group counseling. NOTE: MACP Program students only.

MCPY 698A. SUPERVISED COUNSELING INTERNSHIP A (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 693. Permission of Instructor and Clinical Coordinator required. NOTE: Comprises 350 hours of supervised clinical experience at an approved training site.

MCPY 698B. SUPERVISED COUNSELING INTERNSHIP B (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 698A. Permission of Instructor and Clinical Coordinator required. NOTE: Comprises 300 hours of supervised clinical experience at an approved training site.

MCPY 698C. SUPERVISED COUNSELING INTERNSHIP C (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 698B. Permission of Instructor and Clinical Coordinator required. NOTE: Comprises 350 hours of supervised clinical experience at an approved training site.

MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS (MMFT)

MMFT 605. HUMAN GROWTH AND DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases. Cross listing: MCPY 605.

MMFT 610. THEORIES OF COUNSELING (3). Introduces the major historical and contemporary theories of counseling. Examines techniques and styles of counselors using distinct approaches to counseling along with their application to case studies. Cross listing: MCPY 610.

MMFT 615. MARRIAGE AND FAMILY THERAPY COUNSELING TECHNIQUES (3). Introduces basic counseling skills used in marriage and family therapy, including clinical interviewing, clinical record keeping, report writing, DSM-IV-TR diagnosis, assessment, and treatment planning. Explores how gender, age, and culture impact the therapeutic process.

MMFT 620. ABNORMAL PSYCHOLOGY (3). Provides an in-depth examination of abnormal psychological development and multicultural variations. Studies the theoretical approaches and treatments that flow out of various psychological paradigms. Cross listing: MCPY 620.

MMFT 625. PROFESSIONAL ORIENTATION AND ETHICAL ISSUES (3). Examines ethical codes, standards, state statutes, practice guidelines, professional organizations and history. Focuses on ethical decision-making skills and contemporary ethical issues in the counseling field. Cross listing: MCPY 625.

MMFT 630. HUMAN SEXUALITY (3). Explores theories and therapeutic techniques used to help clients deal with sexual issues. Intensive study of sexual disorders, including etiology, models of treatment, disorders of sexual desire, and ethical and cultural issues in sex therapy.

MMFT 635. FAMILY SYSTEMS THEORY (3). Focuses on the theoretical foundations of systems theories used in family therapy. Examines different theoretical approaches as each pertains to marriage and family therapy. Prerequisite(s): MMFT 615.

MMFT 640. RESEARCH METHODS AND PROGRAM EVALUATION (3). Provides an understanding of types of research methods including quantitative and qualitative designs, basic statistics, and ethical and legal considerations in research. Principles, practices and applications of needs assessment and program evaluation are reviewed. Prerequisite(s): MMFT 698A. Cross listing: MCPY 640.

MMFT 645. FAMILY SYSTEMS THERAPY (3). Focuses on various approaches used to treat couples and families in therapy. Explores the process of family therapy and analyzes each approach used when working with couples and families. Explores multicultural issues in family therapy. Prerequisite(s): MMFT 615 and MMFT 635.

MMFT 650. FAMILY DYNAMICS/DIVERSITY ISSUES (3). Examines diversity and multiculturalism as it relates to couples and family therapy theory and practice. Explores theories of family interaction, multicultural counseling, and communication and how culture, gender, value differences, divorce, and abuse impact communication. Prerequisite(s): MMFT 615 and MMFT 635 and MMFT 645.

MMFT 655. MARRIAGE AND FAMILY THERAPY-COUPLES (3). Introduces the theory and practice of psychological assessment of adults in therapy. Focuses on adult's position in, and impact upon, the family. Explores the multi-systemic model used in assessment and treatment of couples. Prerequisite(s): MMFT 615 and MMFT 635 and MMFT 645.

MMFT 660. SUBSTANCE ABUSE COUNSELING (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. Prerequisite(s): MMFT 610 and MMFT 620. Cross listing: MCPY 660.

MMFT 665. MARRIAGE AND FAMILY THERAPY- CHILDREN (3). Analyzes theory, assessment, and intervention techniques used with children and adolescents within the family system. Explores the multi-systemic model used to assess and treat various disorders that may impact the family milieu. Prerequisite(s): MMFT 615 and MMFT 635 and MMFT 645.

MMFT 698A. SUPERVISED MARRIAGE AND FAMILY THERAPY PRACTICUM I (3). Expands the knowledge learned in previous coursework; provides in-depth clinical experience and develops clinical skills. NOTE: Course comprises 200 hours of clinical experience at a counseling center and is supervised by a licensed MFT. Prerequisite(s): MMFT 610 and MMFT 615.

MMFT 698B. SUPERVISED MARRIAGE AND FAMILY THERAPY PRACTICUM II (3). Expands the knowledge and clinical skills addressed in MMFT 698A. NOTE: Course comprises 200 hours of clinical experience at a counseling center and is supervised by a licensed MFT. Prerequisite(s): MMFT 698A.

MMFT 698C. SUPERVISED MARRIAGE AND FAMILY THERAPY PRACTICUM III (3). Expands the knowledge and clinical skills addressed in MMFT 698A and MMFT 698B. NOTE: Course comprises 200 hours of clinical experience at a counseling center and is supervised by a licensed MFT. Prerequisite(s): MMFT 698A and MMFT 698B.

MASTER OF BUSINESS ADMINISTRATION

INTRODUCTION

The Regis University MBA Program mission is to educate students for leadership in their organizations. The Program seeks to provide graduates who are able to inform management, influence management decisions, and contribute to their companies and their professions using tools for interpretation, analysis, and evaluation of business information while integrating values orientation into the decision making process.

The Regis University MBA Program supports academic rigor through defined course outcomes in classes facilitated by appropriately qualified practitioners in their fields. The Program provides a values centered education while seeking to inculcate students in life long learning in the Jesuit and Catholic educational traditions.

The program was first offered at Regis in 1978 as a response to suggestions from business leaders in Colorado. Today students can tailor the Regis MBA to meet professional and personal needs. The degree provides opportunities for career-oriented adult learners to develop the knowledge, skills and attitudes that equip them to act creatively, ethically and effectively in constantly changing complex organizations.

The MBA Program offers specializations in the following:

- Electronic Business
- Finance and Accounting
- General (no specialization)
- Health Care Management (online only)
- International Business
- Marketing
- Operations Management

The online MBA Program offers the Master of Business Administration via distance technology. Students follow the MBA: General, MBA: Finance and Accounting, MBA: Health Care Management, or MBA: Marketing degree requirements and are held to the same admission requirements as classroom-based MBA students. Academic periods are eight (8) weeks in length. Courses are delivered through such flexible, multiple learning formats as video tutorials, audiotape, interactive software and multimedia CD-ROM. Students communicate with faculty, faculty advisors and other students through e-mail, voice-mail, telephone and fax. The enhanced multimedia formats available through the online MBA affords Regis students contemporary learning methods, greater convenience, service and scheduling flexibility.

PROFESSIONAL ACCOUNTING/MBA TRACK

The Professional Accounting/MBA Track (PAT) constitutes a collaborative effort among the faculty of the Division of Business at Regis College or the School for Professional Studies Adult Undergraduate Program and the MBA Degree Program of SPS Graduate Programs of Regis University. This program allows students to meet the minimum educational requirements set by the State Boards of

Accountancy for those who wish to take the CPA exam. Students who complete this program receive a Bachelor of Science in Accounting degree and a Master of Business Administration (MBA) degree with an emphasis in Finance and Accounting.

Students who are accounting majors must apply for admission to the Professional Accounting/MBA Track when they achieve Junior standing in the University. An advisor from the Regis University MBA Program serves as the student's evaluator and makes the final decision regarding admission to the PAT.

Information regarding the qualifications, application procedures, and tuition payment are available from the student's undergraduate accounting advisor.

ADMISSION

MBA admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two (2) years of significant full-time work experience prior to admission to the MBA degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- An official score report for the Graduate Management Admission Test (GMAT) received within three (3) months of application to the MBA Program which includes an official score on the written portion of the exam, or two essays of approximately 750 words each on topics selected by the MBA Program for purposes of evaluation.
- A current resume.
- Two letters of recommendation.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

WRITING SKILLS

Since writing skills are so critical to successful completion of the Regis MBA Program, any student receiving an evaluation of "Limited" on either the writing portion of the GMAT or on the two essays submitted with the application, will be required to complete MLS 500—Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

Students receiving an evaluation of "Adequate" on either the writing portion of the GMAT or on the two essays, will be encouraged to complete MLS 500—Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

MBA PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$495
Tuition, Las Vegas (per semester hour)	\$470
MBA External Tuition (per semester hour)	\$600
Application Fee (non-refundable)	\$75

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

Course Sequencing

Students are expected to complete all 500-level requirements prior to taking 600-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

Rueckert-Hartman School for Health Professions Courses

MBA students have the option of taking select courses from the Rueckert-Hartman School for Health Professions. Contact the Degree Chair to discuss how and if the class or classes fulfill degree requirements.

Overload

Students are considered to be enrolled full time if they are registered for six (6) semester hours in one semester. Students who want to register for more than six (6) hours in any semester may do so with the approval of the Degree Chair.

Waivers

Graduate Fundamentals (prerequisite) courses (500 level) may be waived by the MBA Degree Chair, depending upon the student's previous education.

Independent and Special Studies

Independent and Special Studies courses are available through consultation with MBA faculty and with the approval of the MBA Degree Chair. Independent and special studies courses are described in the General Information section of this *Bulletin* under the "Independent, Special and Extended Studies" heading.

MBA DEGREE REQUIREMENTS

MBA candidates must complete a minimum of thirty (30) semester hours of graduate courses (600 level), twenty-four (24) or which must be taken with the Regis University MBA degree program.

Graduate Fundamentals Courses

Ten (10) to fifteen (15) semester hours of Graduate Fundamentals courses permit non-business managers the opportunity to acquire the informational background necessary to pursue advanced (600 level) courses. These courses are required for students admitted to the program who have not previously completed course work in the specific areas. Graduate Fundamentals courses may be taken on a Pass/No Pass basis. MBA students are required to earn a passing grade in 500-level Graduate Fundamentals courses.

MBAP 501—Financial Accounting	3 SH
MBAP 502—Management Accounting	3 SH
MBAP 504—Business Finance	3 SH
MBAP 505—Business Statistics	3 SH
MBAP 506—Marketing	3 SH

Students may complete MBAP 520A and MBAP 520B—Essentials of Business Development online in lieu of completing these fundamental courses.

Some or all of the courses may be waived for campus-based students with sufficient educational background in the respective business areas covered. Campus-based students who are petitioning to waive MBA prerequisite courses must submit documentation showing successful mastery of the course content. Campus-based students with experience deemed sufficient by the MBA Degree Chair may take a proficiency test for a particular 500-level course on a Pass/No Pass basis. Students who receive a grade of "Pass" obtain a waiver from that course.

Prior Learning Assessment (PLA)

Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association for the purpose of fostering valid and reliable assessments of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. For more information regarding the PLA process for Graduate Fundamentals courses, students should contact the Degree Chair.

Credit by Exam

Information regarding procedures for earning credit by examination for Graduate Fundamentals courses is available from Adult Learner Services or the Graduate Programs Office.

NOTE: Students whose education and/or experiential backgrounds enable them to obtain the waiver of the Graduate Fundamentals courses can complete the degree in two (2) years or less. Students who take the Graduate Fundamentals courses and the MBA can usually complete the degree in three (3) years.

MBA Degree Plan

Students must complete all MBA degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes, does not include degree requirement changes) that were

implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Double Specialization

Candidates are permitted and encouraged to complete the MBA with double specialization. Candidates must complete all the specialization requirements for each specialization and must complete a minimum of nine (9) elective hours from each specialization in addition to the MBA core courses. Electives taken to satisfy elective requirements for one specialization cannot be used to satisfy requirements for another specialization.

Second Specialization

A Regis MBA graduate who wishes to return for a second MBA specialization must complete another application; the required courses for the new specialization and complete a minimum of nine (9) semester hours of electives in the new specialization. A second degree option is not available in the MBA program. A certificate for the specialization earned is awarded upon completion of the requirements.

MBA: ELECTRONIC BUSINESS SPECIALIZATION

Core Requirements 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAS 602—Systems Analysis, Design and Implementation	3 SH
MBAM 609—Professional Communication	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAS 606—Managing Change	3 SH
MBAS 609E-W—Seminar in Systems and Operations Management	3 SH
MBAS 611—International Technology and E-Business	3 SH
MBAS 613—Technical Management	3 SH
MBAS 614—Electronic Business Systems	3 SH
MBAS 615—Strategies in Implementing Electronic Business Systems	3 SH
MBAS 616—Planning the Electronic Business System	3 SH
MBAS 617—Applications in Electronic Business	3 SH
MBAS 618—Managing Proprietary Information	3 SH
MBAS 619—Internet Marketing	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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MBA: FINANCE AND ACCOUNTING SPECIALIZATION

Core Requirements 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAA 602—Interpreting Accounting Information	3 SH
MBAF 602—Financial Decision Making	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAA 603—Intermediate Accounting Applications	3 SH
MBAA 604—Energy Accounting and Taxation	3 SH
MBAA 605—Advanced Auditing	3 SH
MBAA 606—Financial Accounting Theory	3 SH
MBAA 607—Accounting for Not-for-Profit Organizations	3 SH
MBAA 608—Accounting for the International Enterprise	3 SH
MBAA 609—Case Studies in Management Accounting	3 SH
MBAA 610—Controllershship	3 SH
MBAA 611—Tax Influence on Business Decision Making	3 SH
MBAA 612E-W—Seminar in Finance and Accounting	3 SH
MBAA 615—Income Tax Research	3 SH
MBAA 617—Accounting Systems	3 SH
MBAA 618—Advanced Cost Accounting	3 SH
MBAF 603—Investments and Portfolio Management	3 SH
MBAF 604—Money and Banking	3 SH
MBAF 605—International Financial Management	3 SH
MBAF 606—Case Studies in Financial Management	3 SH
MBAF 612E-W—Seminar in Finance and Accounting	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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MBA: GENERAL (NO SPECIALIZATION)

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH
MBAC 695—Strategies in a Global Environment	3 SH
MBAF 602—Financial Decision Making	3 SH
MBAI 602—Issues in International Business	3 SH
MBAK 602—Marketing Management	3 SH
MBAM 604—Managerial Leadership	3 SH
MBAO 611—Innovation and Enterprise	3 SH
MBAS 606—Managing Change	3 SH
MBAS 614—Electronic Business Systems	3 SH

MBA: GENERAL—FOCUSED TRACK (NO SPECIALIZATION)

The General MBA—Focused Track is offered exclusively at sites apart from Regis campus locations. When an arrangement is made with an off-campus organization to deliver the program on site, the General MBA—Focused Track is used. This track offers opportunities to customize the degree to address the needs of the organization being served.

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH
MBAC 695—Strategies in a Global Environment	3 SH
MBAF 602—Financial Decision Making	3 SH
MBAG 608E-W—Seminar in Current Business Topics	3 SH
MBAG 608E-W—Seminar in Current Business Topics	3 SH
MBAK 602—Marketing Management	3 SH
MBAS 606—Managing Change	3 SH
MBAS 614—Electronic Business Systems	3 SH

**MBA: HEALTH CARE MANAGEMENT SPECIALIZATION
(Offered Exclusively Online)***Core Requirements* 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 21 SH

MBAH 602—Health Care Policy	3 SH
MBAH 603—Issues in Health Care Management	3 SH
MBAH 604—Information Management in Health Care	3 SH
MBAH 605—Health Care Marketing	3 SH
MBAH 606—Health Care Finance	3 SH
MBAM 604—Managerial Leadership	3 SH
MBAO 606—Managing Change	3 SH

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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MBA: INTERNATIONAL BUSINESS SPECIALIZATION*Core Requirements* 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAF 602—Financial Decision Making	3 SH
MBAI 602—Issues in International Business	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAI 604—International Marketing	3 SH
MBAI 605—International Financial Management	3 SH
MBAI 612E-W—Focus in Area Studies	3 SH

MBAI 613E-W—Seminar in International Business	3 SH
MBAI 616—International Operations	3 SH
MBAI 617—Global Management	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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MBA: MARKETING SPECIALIZATION*Core Requirements* 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAK 602—Marketing Management	3 SH
MBAK 603—Marketing Strategy	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAK 604—International Marketing	3 SH
MBAK 605—Market Research	3 SH
MBAK 606E-W—Seminar in Marketing	3 SH
MBAK 607—Advertising and Promotion	3 SH
MBAK 609—Consumer Behavior	3 SH
MBAK 619—Internet Marketing	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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MBA: OPERATIONS MANAGEMENT SPECIALIZATION*Core Requirements* 6 SH

MBAC 600—The Economics of Management	3 SH
MBAC 601—Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAM 609—Professional Communication	3 SH
MBAO 602—Operations Management	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAO 603—Project Management	3 SH
MBAO 605—Applied Operations Management	3 SH
MBAO 606—Managing Change	3 SH
MBAO 609E-W—Seminar in Systems and Operations Management	3 SH
MBAO 611—Innovation in Operations Management	3 SH
MBAO 613—Technical Management	3 SH
MBAO 615—Project Management II	3 SH
MBAO 616—International Operations	3 SH
MBAO 617—Product Management	3 SH
MBAO 618—Quality and Process Management	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695—Strategies in a Global Environment	3 SH
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CERTIFICATE IN BUSINESS ADMINISTRATION

Two Graduate Academic Certificates are also available through the Master of Business Administration program. Certificate candidates must satisfy all MBA degree admission requirements and meet all of the foundation/prerequisite skills for entry into the degree.

Transfer Credit

Graduate transfer credit is not accepted into the certificate program. All semester hours required must be earned through Regis University.

Certificate Requirements

An academic certificate requires that students meet the following requirements in addition to the fifteen (15) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Total Certificate Requirements 15 SH**Project Management** 15 SH

MBAM 609—Professional Communication	3 SH
MBAO 603—Project Management	3 SH
MBAO 611—Innovation in Operations Management	3 SH
MBAO/MBAS 615—Project Management II	3 SH
MBAS 602—System Analysis, Design and Implementation	3 SH

Technical Management* 15 SH

MBAO 602—Operations Management	3 SH
MBAI/MBAS 611—International Technology and E-Business	3 SH
MBAO 611—Innovation in Operations Management	3 SH
MBAO/MBAS 613—Technical Management**	3 SH
MBAO 618—Quality and Process Management	3 SH

* Recommended sequence of courses.

** Course must be completed as the final class in the sequence.

MASTER OF BUSINESS ADMINISTRATION COURSE DESCRIPTIONS (MBA)**MBA-ACCOUNTING (MBAA)**

MBAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Focuses on the understanding of financial statement analysis from a managerial perspective. Presents standard accounting analysis and modern developments in a practical, intuitively accessible fashion. Emphasizes cash flow analysis and the cash flow consequences of business activity. Prerequisite(s): AC 340 or AC 440 or MBAP 502.

MBAA 603. INTERMEDIATE ACCOUNTING APPLICATIONS (3). Studies the theory and practice of advanced financial accounting. Emphasizes recent developments in accounting valuation and reporting practices. Prerequisite(s): MBAA 602.

MBAA 604. ENERGY ACCOUNTING AND TAXATION (3). Includes identification, understanding and interpretation of the accounting directives appropriate to oil and gas accounting as promulgated by the various regulatory agencies. Addresses United States tax rules pertaining to the energy industry. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 605. ADVANCED AUDITING (3). Stresses the theory and practice of auditing manual and computerized accounting systems. Covers audit principles and standards, the process of determining audit objectives and the design procedures to accomplish them. Prerequisite(s): MBAA 602.

MBAA 606. FINANCIAL ACCOUNTING THEORY (3). Studies the underlying concepts of contemporary accounting theory. Addresses all of the major areas of accounting from this perspective. Prerequisite(s): MBAA 603.

MBAA 607. ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS (3). Provides insight into the special problems posed to management of the not-for-profit organization. Emphasizes the use of accounting information to help identify and solve problems frequently encountered in the management of these organizations. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 608. INTERNATIONAL ACCOUNTING (3). Examines the enterprise operating internationally. Emphasizes the uses of accounting information, techniques and theories to identify and solve management and operational problems for the multinational firm. Prerequisite(s): MBAF 602 and MBAA 602.

MBAA 609. CASE STUDIES IN MANAGEMENT ACCOUNTING (3). Develops students' management accounting techniques and skills needed to make ethical profit-maximizing decisions. Emphasizes data selection, analysis, decision-making and evaluation of results in complex, realistic situations. Prerequisite(s): MBAA 602.

MBAA 610. CONTROLLERSHIP (3). Examines the function, role and responsibilities of the chief accounting officer of a business organization. Considers both financial and nonfinancial aspects of the controllership function.

MBAA 611. TAX INFLUENCES ON BUSINESS DECISION MAKING (3). Studies the structure of the tax code, principles underlying it and impact on business transactions. Emphasizes tax planning.

MBAA 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and the shifting conditions in the business environment. Cross listing: MBAF 612E-W.

MBAA 615. INCOME TAX RESEARCH (3). Develops the ability to research complex income tax questions. Examines the basis of tax law, research materials and research strategies. Research is completed using both manual and automated research systems. Prerequisite(s): MBAA 602.

MBAA 617. ACCOUNTING SYSTEMS (3). Identifies and defines the manual and automated systems necessary to provide accounting information. Studies and compares systems to prepare financial accounting, cost accounting and tax documents. Develops efficient, controlled systems that provide both required and management information. Prerequisite(s): MBAA 602.

MBAA 618. ADVANCED COST ACCOUNTING (3). Examines current topics in accounting for the cost of delivering goods and services. Focuses on methods required by government contracts, tax regulations, traditional cost accounting and activity based accounting. Prerequisite(s): MBAA 602.

MBA-CORE (MBAF)

MBAC 600. THE ECONOMICS OF MANAGEMENT (3). Examines the range of economic assumptions in an environment of rapid change from the perspective of the manager. Utilizes methods, concepts and models deriving from microeconomics, macroeconomics and international economics in quantitative and qualitative aspects. Stresses the impact of recent changes resulting from the convergence of economic system the increasing importance of regionalism and the emergence of a truly global economy. Emphasizes areas of particular managerial concern including national income determination, economic growth, the theory of the firm, a changing production process and global economics. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 601. ETHICAL AND LEGAL ENVIRONMENT OF BUSINESS (3). Examines the social and governmental structure within which business operates. Focuses on effective and ethical strategies for addressing issues of public concern including labor and employment law; administrative agency procedures; public issues management; product liability; and social contract, agency and stakeholder models of corporate responsibility. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 695. STRATEGIES IN A GLOBAL ENVIRONMENT (3). Examines the influence of strategies, international economics, politics, business and finance in the transnational firm. Students participate in a team simulation managing a transnational corporation demonstrating the business results across product lines, services and continents. Prerequisite(s): Successful completion of all MBA foundation courses.

MBA-FINANCE (MBAF)

MBAF 602. FINANCIAL DECISION MAKING (3). Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty. Emphasizes the critical evaluation of concepts to assess their usefulness in practical business situations. Uses computer applications to solve practical problems. Prerequisite(s): MBAP 504 or BA 430.

MBAF 603. INVESTMENTS AND PORTFOLIO MANAGEMENT (3). Provides an understanding of the kinds of analysis and techniques used by individual investors and professional money managers to decide on investment objectives and select possible investment alternatives. Prerequisite(s): MBAF 602.

MBAF 604. MONEY AND BANKING (3). Provides a framework for understanding financial institutions and markets, and the effects of government policy on financial institutions, interest rates and levels of economic activity.

MBAF 605. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite(s): MBAF 602. Cross listing: MBAI 605.

MBAF 606. CASE STUDIES IN FINANCIAL MANAGEMENT (3). Students apply the principles of business finance to business decision-making using the case method of instruction. Prerequisite(s): MBAF 602.

MBAF 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and shifting conditions in the business environment. Cross listing: MBAA 612E-W.

MBAF 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite(s): MBAP 504 and MBAP 506. Cross listing: MBAK 617 and MBO 617.

MBA-GENERAL (MBAG)

MBAG 608E-W. SEMINAR IN CURRENT BUSINESS TOPICS (3). Concentrates on contemporary literature in selected areas of interest to managers. Content varies by term, based on topic's relevance to current business conditions. Prerequisite(s): Permission of instructor.

MBAG 690E-W. INDEPENDENT STUDY (1-3). Covers any field or topic in business not addressed in an existing course. Prerequisite(s): Approval of Degree Chair.

MBAG 699. THEISIS (6). Provides students an optional opportunity to complete a thesis advancing an original point of view as a result of research and to defend it before a faculty committee appointed by the Degree Chair. A written proposal must be

submitted for approval to the MBA full-time faculty. Prerequisite(s): Approval of Degree Chair.

MBA-HEALTH CARE (MBAH)

MBAH 602. HEALTH CARE POLICY (3). Explores the health care system in the United States focusing on analysis and critique of for-profit and not-for-profit organizations, commercial vs. government payment mechanisms, national health planning, and use of DRG systems. Contrasts and compares the US system with health care systems in other key countries. Health care insurance, reimbursement methodology, and the economics of the health care industry are also analyzed and critiqued.

MBAH 603. ISSUES IN HEALTH CARE MANAGEMENT (3). Analyzes the effects of the following on the health care industry: venues for health care delivery, the pharmaceutical industry, legal issues unique to the health care industry, the medical device industry and its effect on health care. Discusses the future of health care in the US. Explores iatrogenic medicine and alternatives to allopathic care. Prerequisite(s): MBAH 602.

MBAH 604. INFORMATION MANAGEMENT IN HEALTH CARE (3). Emphasizes interpretation, evaluation, and use of information management systems and outputs. Examines several models of information management, stressing their use as tools in business operations and health care management while enhancing students' skills in using computer tools to develop, manage, and analyze information and data.

MBAH 605. HEALTH CARE MARKETING (3). Utilizes case analysis to explore how marketing principles apply to management decisions. Covers product development, pricing and distribution, consumer behavior analysis, market definition and forecasting, and development of marketing plans focusing on application of these concepts to health care organizations.

MBAH 606. HEALTH CARE FINANCE (3). Develops financial theories and techniques of financial analysis used to make financial decisions under conditions of uncertainty and capital constraints. Emphasizes critical analytical skills in assessing business problems and opportunities, considers the financial analysis of third party payer programs and government reimbursement plans. Utilizes computer simulations and models to analyze health care management and general business problems. Prerequisite(s): MBAP 520A and MBAP 520B or both MBAP 504 and BA 430 or equivalent.

MBA-INTERNATIONAL (MBAI)

MBAI 602. ISSUES IN INTERNATIONAL BUSINESS (3). Examines issues essential to an understanding of international business activity. Includes the nature of international business, international economic institutions and issues, international monetary issues, government activity affecting international trade, social and cultural effects on international business, human resource management and other related issues.

MBAI 604. INTERNATIONAL MARKETING (3). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Cross listing: MBAK 604.

MBAI 605. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite(s): MBAF 602. Cross listing: MBAF 605.

MBAI 606. INTERNATIONAL NEGOTIATION (3). Focuses on the development of skills in negotiation and conflict resolution. Utilizes simulated negotiations for Business to Government, Business to Business, and Business to Vendor settings in the context of a multi-cultural environment.

MBAI 612E-W. FOCUS IN AREA STUDIES (3). Examines in detail the varying economic, cultural, social, political, religious and environmental relationships in selected regions of the world. Regions covered may include the Middle East, Europe, the Far East, Africa or Latin America. Covers these areas on a rotating basis.

MBAI 613E-W. SEMINAR IN INTERNATIONAL BUSINESS (3). Provides seminars in selected current topics affecting international business.

MBAI 616. INTERNATIONAL OPERATIONS (3). Explores permutations in operations present when a company begins to utilize the full capacity of the globalizing economy. Operational parameters of international business, resource planning and utilization, technology, production, marketing, finance and staffing. Prerequisite(s): MBAI 602. Cross Listing: MBAO 616.

MBAI 617. GLOBAL MANAGEMENT (3). Explores management and leadership issues associated with contract manufacturing agreements, joint ventures, and strategic alliances in a global environment. Considers the communication and performance skills necessary for managers responsible for associates located at considerable distances.

MBA-MARKETING (MBAK)

MBAK 602. MARKETING MANAGEMENT (3). Uses case analysis to explore the application of marketing principles to the basic product and service decisions of the firm. Includes product development; pricing and distribution; changing attitudes and habits of buyers; market definition and forecasting; and the impact of such forces as product technology, advertising, and competitor behavior on the product life cycle. Prerequisite(s): BA 420 or MBAP 506.

MBAK 603. MARKETING STRATEGY (3). Examines the relationship of marketing to corporate strategy, and the strategic positioning of individual product or service lines. Emphasizes an understanding of current tools in strategic market planning, and the planning and decision-making process itself. Prerequisite(s): BA 420 or MBAP 506.

MBAK 604. INTERNATIONAL MARKETING (3). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Cross listing: MBAI 604.

MBAK 605. MARKET RESEARCH (3). Provides a foundation in market research techniques for students interested in a marketing concentration in the MBA. Covers a repertoire of sampling and survey techniques, use of available data relevant to marketing concerns and other fundamentals of this discipline. Focuses on how to design a valid research project in the marketing area including applied exercises and projects in students' present career fields. Prerequisite(s): MBAP 505 and MBAP 506.

MBAK 606E-W. SEMINAR IN MARKETING (3). Addresses current topics relevant to marketing managers. Content varies by term, based on student needs and changes in the marketing environment. Prerequisite(s): BA 420 or MBAP 506 or permission of instructor.

MBAK 607. ADVERTISING AND PROMOTION (3). Examines the development of advertising and promotional strategies, emphasizing linkage with overall corporate and marketing strategies, including campaign execution and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 608. MARKETING PLANS DEVELOPMENT (3). Focuses on marketing skills, tools, and frameworks necessary to develop a complete marketing plan. Emphasizes understanding and development of an environmental audit, competitive analysis, marketing strategies and goals, and tactics for implementation and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 609. CONSUMER BEHAVIOR (3). Examines tools and models for developing and understanding consumer behavior, including processes by which individuals, groups, and organizations evaluate and select various products and services. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 610. MARKETING TOOLS PRACTICUM (3). Examines tools, skills and framework necessary for developing and implementing marketing strategies. Students will work directly with a client firm to conduct a marketing audit, competitive intelligence report, industry analysis, media plan, sales forecasting/pipeline report, and formal marketing plan. Prerequisite(s): MBAK 602.

MBAK 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite(s): MBAP 504 and MBAP 506. Cross listing: MBAF 617 and MBAO 617.

MBAK 619. INTERNET MARKETING (3). Identifies issues and models for developing successful strategies for marketing on the Internet and/or integrating Internet marketing functions into traditional marketing planning. Prerequisite(s): MBAP 506. Cross listing: MBAS 619.

MBA-MANAGEMENT (MBAM)

MBAM 604. MANAGERIAL LEADERSHIP (3). Provides students with leadership skills in managing work teams. Emphasizes interpersonal behavior and group dynamics and processes. Includes communication, job design, role definition, motivation of individuals within groups, work force diversity and the evolution of group cultures and norms in various kinds of work environments. Concepts draw from the fields of industrial psychology, industrial sociology and other behavioral sciences.

MBAM 609. PROFESSIONAL COMMUNICATION (3). Refines existing skills in written and oral communication as effective business managers. Emphasizes an interactive approach to the fundamentals of communication, including the preparation of memoranda, letters and reports. Examines oral presentation tools and methods, and persuasive public presentations.

MBA-OPERATIONS (MBAO)

MBAO 602. OPERATIONS MANAGEMENT (3). Provides practical course studies in Operations Management fundamentals including quality management, forecasting, capacity planning, and geolocation inventory and production control, distribution systems, and planning and scheduling. Provides overviews and interrelationships of general Operations Management subject areas.

MBAO 603. PROJECT MANAGEMENT (3). Provides a comprehensive, unified and practical description of the business of managing programs and projects. Includes unified coverage of basic management principles; characteristics of programs and projects; unique roles of the program manager; and the organizational aspects of managing both single and multiple programs. Emphasizes basic program management requirements for planning, work authorization and control, scheduling, evaluating, and reporting. Prerequisite(s): MBAO 602 or MBAS 602 or permission of instructor.

MBAO 605. APPLIED OPERATIONS MANAGEMENT (3). Applies the concepts and theories defining business operations. Applies real world scenarios/problems in the areas of product development, capacity planning, inventory and supply-chain management, quality control and the application of emerging technologies. Prerequisite(s): MBAO 602.

MBAO 606. MANAGING CHANGE (3). Focuses on business industrial change and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Cross listing: MBAS 606.

MBAO 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Presents current topics of major concern to systems and operations management. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership, organizational transformation and management. Cross listing: MBAS 609E-W.

MBAO 611. INNOVATION IN OPERATIONS MANAGEMENT (3). Presents concepts that will help identify and manage research and development (specifically the technology) as a strategic competitive weapon. Focuses on management of technology and the means to acquire it as it is connected to a firm's overall vision and management philosophy. Examines the relationship between product and process innovation as non-linear events, and attempts to reconcile innovative discovery with the desire to fit technology into the orderly management of business.

MBAO 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Examines managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision-making, negotiating, motivating employees, as well as the development of organizations. Cross listing: MBAS 613.

MBAO 615. PROJECT MANAGEMENT II (3). Applies theory of project management to a simulated project. Students will develop schedules, budgets, and technical performance measures. Utilizes Microsoft Project software as a learning and application vehicle. Prerequisite(s): MBAO 603.

MBAO 616. INTERNATIONAL OPERATIONS (3). Introduces the many permutations in operations that are present when a company begins to utilize the full capacity of globalizing economy and the operational parameters of international business including resource planning and utilization, technology, production, marketing, finance and staffing. Prerequisite(s): MBAI 602. Cross listing: MBAI 616.

MBAO 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite(s): MBAP 504 and MBAP 506. Cross listing: MBAF 617 and MBAK 617.

MBAO 618. QUALITY AND PROCESS MANAGEMENT (3). Examines the importance of quality and process management. Studies quality systems with emphasis on assurance, strategic importance and the economic impacts of quality. Explores systems and processes critical to the success of a business operation.

MBA-PREREQUISITES (MBAP)

MBAP 501. FINANCIAL ACCOUNTING (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations. Presents the complete accounting cycle, including an analysis of assets, liability and owner-equity accounts.

MBAP 502. MANAGEMENT ACCOUNTING (3). Analyzes accounting information, theory and systems as they are used in management decision-making. Includes decision tools and the effect on personnel and organizations. Prerequisite(s): MBAP 501, or AC 320A and AC 320B.

MBAP 504. BUSINESS FINANCE (3). Introduces the tools and techniques used by financial managers to anticipate financing needs, obtain capital and effectively manage a firm's financial resources. Prerequisite(s): MBAP 502 or AC 340 or AC 440.

MBAP 505. BUSINESS STATISTICS (3). Considers managerial applications of statistical information and use of statistical models in the decision-making process at length. Emphasizes probability theory, estimation, hypothesis testing and regression. Introduces fuzzy sets.

MBAP 506. MARKETING (3). Introduces the marketing process, including the analysis of markets and consumer behavior, pricing, making distribution decisions and implementing marketing programs.

MBAP 520A. ESSENTIALS OF BUSINESS DEVELOPMENT I (3). Introduces students to basic concepts and principles of macro and micro economics, financial statement preparation and management information, key components of business finance, financial statement analysis, capital budgeting fundamentals, asset management techniques, the basics of cash management, statistical modeling, probability theory, estimation and regression, principles of marketing, analysis of markets, and pricing and distribution decisions.

MBAP 520B. ESSENTIALS OF BUSINESS DEVELOPMENT II (3). A continuation of MBAP 520A.

MBA-SYSTEMS (MBAS)

MBAS 602. SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION (3). Examines systems management fundamentals emphasizing Life Cycle Management, and systems design and development processes. Examines system requirements and viewpoints, analytical activities, standard system life cycles, and General Systems theory. NOTE: First of two foundation courses in Information Systems.

MBAS 603. INFORMATION RESOURCE MANAGEMENT (3). Provides an overview of information systems technology and examines functional approaches to information management and information engineering. Integrates intellectual property management and the ethics of information management.

MBAS 606. MANAGING CHANGE (3). Focuses on business and industrial change, and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and serv-

ices. Identifies methods available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Cross listing: MBAO 606.

MBAS 607. SYSTEMS INTEGRATION (3). Examines methods of system integration and the process of managing integration activities by controlling Configuration Items from a business administrator's perspective. Focuses on requirements generation and analysis, identification, specification and management of configuration items, and management of system integration activities through the use of "three way" traceability. Prerequisite(s): MBAS 602.

MBAS 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Addresses current topics of major concern to systems and operation managers. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership and organizational transformation and management. Cross listing: MBAO 609E-W.

MBAS 611. INTERNATIONAL TECHNOLOGY AND E-BUSINESS (3). Assesses the role of technology in a global competitive market. Considers implications of technology appropriateness, transfer and integration from the perspective of developed and developing economies. Discusses the history and role of technology in the production process. Cross listing: MBAI 611.

MBAS 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Discusses managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision-making, negotiating, motivating employees, as well as the development of organizations. Cross listing: MBAO 613.

MBAS 614. ELECTRONIC BUSINESS SYSTEMS (3). Discusses the differences between electronic business, traditional commerce, and how to use business value chains to identify electronic business opportunities. Details network structures and systems used for electronic business and hardware requirements for typical electronic business applications. Illustrates and discusses the base functions of an electronic business package. Prerequisite(s): MBAP 502.

MBAS 615. STRATEGIES IN IMPLEMENTING ELECTRONIC BUSINESS SYSTEMS (3). Focuses on integration of electronic business systems into the corporate business strategy of a firm. Discusses concepts in Electronic Business Strategy: setting initiative; deciding the outsourcing strategy for each competitive strategy and differentiation through electronic business systems and emerging technologies; integrating technology migration planning into corporate strategy. Prerequisite(s): MBAS 606 and MBAP 502.

MBAS 616. PLANNING THE ELECTRONIC BUSINESS SYSTEM (3). Emphasizes the planning and managing of electronic business systems implementation. Discusses setting EB systems objectives, project management and internal development versus out sourcing. Utilizes software tools that identify business system requirements and architectures for electronic business. Prerequisite(s): MBAS 602 and MBAS 614.

MBAS 617. APPLICATIONS IN ELECTRONIC BUSINESS (3). Discusses Business-to-Business, Business-to-Customer and Business-to-Vendor transactions. Introduces electronic payment systems, illustrates how to create an effective web presence, identify and reach the customer, and business models for selling on the web. Presents purchasing, logistic and support mechanisms for the electronic commerce systems.

MBAS 618. MANAGING PROPRIETARY INFORMATION (3). Focuses on protecting intellectual property and protecting electronic commerce channels of communication. Addresses legal and ethical environments of electronic commerce in detail to include

cultural language and infrastructure issues. Compares and contrasts jurisdiction on the net and web site content to privacy rights, legal obligations and defamation. Defines taxation in electronic commerce environments. Prerequisite(s): MBAC 601.

MBAS 619. INTERNET MARKETING (3). Identifies issues and models for developing successful strategies for marketing on the Internet and/or integrating Internet marketing functions into traditional marketing planning. Prerequisite(s): MBAP 506. Cross listing: MBAK 619.

MASTER OF NONPROFIT MANAGEMENT (MNM)

INTRODUCTION

On any given day in the nonprofit community, people can face the despair of deep need, the exhilaration of united action, the rage of injustice, and the inspiration of service. Making a lasting difference in this chaotic landscape requires a diverse range of both management and leadership skills. The Master of Nonprofit Management program at Regis University is specifically designed to help nonprofit professionals become leaders who can change their world for the better.

Through the active integration of theory and practice, students learn how to embrace their capacity to lead, apply the critical skill sets of successful nonprofit management, and incorporate this knowledge into their careers and callings. Both students and faculty in the program are experienced professionals representing the wide spectrum of nonprofit organizations. Courses include the full range of skills needed to serve the sector more effectively.

ADMISSION

MNM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two years of professional experience in a nonprofit organization. Applicants who have not had the opportunity to gain this type of professional experience are required to complete a 400-hour practicum.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate completion.
- A completed admission essay.
- Two letters of recommendation.
- A current resume.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

WRITING SKILLS

Since writing skills are critical to successful completion of the MNM Program, any student receiving an evaluation of "Limited" on the essays submitted with the application, will be required to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level course in the program.

Students receiving an evaluation of "Adequate" on the essays, will be encouraged to complete MLS 500 and/or MLS 501 or its equivalent prior to entering any graduate level course in the program.

MNM PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$350
Tuition Online (per semester hour)	\$400
Application Fee	\$75

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

Attendance

Students are expected to attend every MNM class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MNM courses, absence from a single class meeting can result in students missing a substantial portion of course content as well as class participation. If students must miss the first class meeting, registration is allowed only with prior approval from the instructor.

Students who miss the first class meeting without prior approval may be dropped from the course. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment or make-up and assignment of grades affected by student absence are at the discretion of the instructor.

Course Availability

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

Course Sequencing

MNM 601—History, Theory and Future of the Nonprofit Sector, must be taken prior to any other 600-level course.

Criteria for Substituting Classes

Consistent with adult learning theory, the MNM program encourages students who already have been working in the nonprofit sector for many years to consider options for substituting core classes with other electives that are offered in the program. The following is the criteria for students that request a substitution of classes:

- Professional experience on the job in a particular area of expertise such as program evaluation or finances;
- Life long learning in particular subject area such as humane resources or financial management;
- Volunteerism on boards or in program areas related to a particular subject area.

In order to make a formal request for substitution, students submit a one to two (1-2) page letter with a clear rationale as to why a particular class should be substituted. Use the outcomes for the class as a template for describing prior experience. The rationale is then e-mailed directly to the Degree Chair who will give the final authorization or denial of substitution.

Transfer Credit

Acceptance of transfer work is based on a course content review. A maximum of six (6) semester hours may be transferred.

Degree Plan

Students must complete all MNM degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

MNM DEGREE REQUIREMENTS

The MNM degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). The degree is designed to be completed in twenty-four (24) months, taking one course each eight-week academic period.

Total Degree Requirements	36 SH
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<i>Required Courses</i>	30 SH
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Thirty (30) semester hours of MNM courses, which must include the following:

MNM 601—History, Theory and Future of Nonprofits	3 SH
MNM 612—Advocacy and the Third Sector	3 SH
MNM 620—Marketing and Organizational Communication	3 SH

MNM 633—Human Resources and Volunteer Management	3 SH
MNM 644—Financial Management of Nonprofit Organizations	3 SH
MNM 647—Program Management and Evaluation	3 SH
MNM 648—Governance and Organizational Change	3 SH
MNM 655—Leading From Within	3 SH
MNM 670—Financial Resource Development	3 SH
MNM 677E-W—Service Oriented Field Experience	3 SH
or	
MNM 697—Professional Project	3 SH

<i>General Electives</i>	6 SH
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Six (6) semester hours of MNM courses, other School for Professional Studies graduate level courses, or graduate level courses from the Rueckert-Hartman School for Health Professions selected in consultation with an academic advisor.

Practicum

Students without two (2) years of nonprofit experience are required to complete a 400-hour practicum (not for credit). Student for whom the practicum is not required may still elect to complete it. Practica are coordinated through an agreement between the student, the Executive Director of the proposed nonprofit organization and the MNM Degree Chair.

CERTIFICATE IN NONPROFIT MANAGEMENT

The certificate program is also a conceptually-based and applications-oriented course of study for individuals who seek new career opportunities or who are interested in developing or improving their skills in nonprofit organization management and leadership.

Certificate Admission

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Two admission essays. One essay describes the applicant's professional goals and the second is related to a leadership question.
- Two letters of recommendation.
- A current resume.

Transfer Credit

Graduate transfer credit is not accepted into the Certificate Program. All semester hours required must be earned through Regis University.

MNM Certificate Requirements

An academic certificate requires that students meet the following requirements in addition to the specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstances (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Certificate Requirements

Humane Management and Administration 18 SH

MNM 601—History, Theory and the Future of the Nonprofit Sector	3 SH
MNM 695V—Seminar in Nonprofit Management: Humane Society Project	3 SH

Twelve (12) semester hours selected from the following:

MNM 612—Advocacy and the Third Sector	3 SH
MNM 620—Marketing and Organizational Communication	3 SH
MNM 633—Human Resources and Volunteer Management	3 SH
MNM 644—Financial Management of Nonprofit Organizations	3 SH
MNM 647—Program Management and Evaluation	3 SH
MNM 648—Governance and Organizational Change	3 SH
MNM 655—Leading from Within	3 SH
MNM 670—Financial Resource Development	3 SH

Leadership 12 SH

MNM 655—Leading from Within	3 SH
MNM 684—Leadership and Organizational Development	3 SH

Six (6) semester hours of MNM courses selected from the following:

MNM 603—Communication Skills and Conflict Resolution	3 SH
MNM 674—Leadership Coaching	3 SH
MNM 677E-W—Service Oriented Field Experience	3 SH
MNM 678—Managing Diversity through Leadership in Nonprofits	3 SH

Pastoral Administration 18 SH

MNM 603—Communication Skills and Conflict Resolution	3 SH
MNM 604—Introduction to the Catholic Tradition	3 SH
MNM 605—Applied Catholic Teaching and Tradition	3 SH
MNM 633—Human Resources and Volunteer Management	3 SH
MNM 644—Financial Management of Nonprofit Organizations	3 SH
MNM 655—Leading from Within	3 SH

Program Management 12 SH

MNM 633—Human Resources and Volunteer Management	3 SH
MNM 644—Financial Management of Nonprofit Organizations	3 SH
MNM 647—Program Management and Evaluation	3 SH

Three (3) semester hours of MNM courses selected from the following:

MNM 620—Marketing and Organizational Communication	3 SH
MNM 648—Governance and Organizational Change	3 SH
MNM 678—Managing Diversity through Leadership in Nonprofits	3 SH

Resource Development 12 SH

MNM 670—Financial Resource Development	3 SH
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Nine (9) semester hours of MNM courses selected from the following:

MNM 615—Nonprofit Enterprise	3 SH
MNM 624—Grant Writing	3 SH
MNM 627—Wealth and Philanthropy	3 SH
MNM 676—Grassroots Fundraising	3 SH

Social Justice, Peace and Reconciliation 12 SH

MASO 631—Global Justice	3 SH
MASO 634/MNM 687—Social Justice and Reconciliation Seminar	3 SH

Six (6) semester hours selected from the following:

MASO 632—Political Violence: Theory and Case Studies	3 SH
MASO 633—Peace Movements and Organizations	3 SH
MNM 672—Social Justice, Community Organizing and Activism	3 SH

MASTER OF NONPROFIT MANAGEMENT COURSE DESCRIPTIONS (MNM)

MNM 601. HISTORY, THEORY AND THE FUTURE OF THE NONPROFIT SECTOR (3).

Examines origins and societal roles of nonprofit organizations in a global environment including social, political, economic, cultural and ideological issues. Addresses types and characteristics of nonprofit organizations, and trends and projections for the future of the third sector.

MNM 603. COMMUNICATION SKILLS AND CONFLICT RESOLUTION (3). Examines the principles and practices of effective communication, with an emphasis on understanding oral communication styles. Explores techniques, tools, tactics and strategies on managing diverse communication styles in nonprofit organizations. Examines theory and practice of resolving conflict, including understanding varying conflict management styles at the intrapersonal, interpersonal and inter-group arenas.

MNM 604. INTRODUCTION TO THE CATHOLIC TRADITION (3). Introduces basic Roman Catholic teaching for lay ministers and administrators. Topics include the Church's self-understanding, sources of Catholic belief, social justice, Canon Law, morality, liturgy and sacraments. Prerequisite(s): Permission of Instructor. Cross listing: MAPY 630 or permission of instructor. NOTE: Pastoral Administration students only.

MNM 605. APPLIED CATHOLIC TEACHING AND TRADITION (3). Focuses on Catholic teaching and tradition in contemporary parishes. Includes Canon Law, Sacramental Theology, Liturgy, Moral and Social Teaching and Tradition, Prayer and Spirituality, Ecumenism and Interfaith relationships, Church and State. Assists parishes in applying theological, ecclesial and non-profit management skills. Prerequisite(s): MNM 604 or MAPY 630. Cross listing: MAPY 631.

MNM 610. LEGAL AND GOVERNMENTAL ISSUES (3). Examines and analyzes legal issues significant to the management of nonprofit organizations including incorporation and by-laws, liabilities, contracts, personnel procedures, employee-management relations, tax exemption and reporting requirements, and political advocacy. Explores relationships among the third sector and federal, state and local governments.

MNM 612. ADVOCACY AND THE THIRD SECTOR (3). Examines the rights and responsibilities of nonprofit organizations in the governmental process. Explores the importance of government to the nonprofit organization's mission, the legal parameters of nonprofit involvement and the proper techniques for establishing an effective presence in the political process.

MNM 615. NONPROFIT ENTERPRISE (3). Analyzes ways in which a nonprofit maintains an entrepreneurial atmosphere to raise funds and to serve constituents. Identifies the major ethical, legal and managerial issues that surround nonprofit enterprise.

MNM 620. MARKETING AND ORGANIZATIONAL COMMUNICATION (3). Focuses on marketing and communications in the global Third Sector as essential for achieving a NPO/NGO's mission by informing and influencing individuals and collective behaviors within the context of social enterprise.

MNM 624. GRANT WRITING (3). Provides an in-depth examination of all aspects of grant writing including foundation, federal and corporate proposals. Examines the essentials of a successful grant writing strategy for nonprofit organizations.

MNM 625. PLANNED GIVING FOR NONPROFIT ORGANIZATIONS (3). Provides comprehensive instruction as a development technique. Includes estate planning bequests, outright gifts, recoverable gifts, life income gifts, special tax issues, ethical issues and implementation and marketing of planned gift programs. NOTE: Offered as special study course only.

MNM 626. ORCHESTRATING THE CAPITAL CAMPAIGN (3). Examines the nature and dynamics of campaign planning and implementation. Explores the respective roles and responsibilities of board members, staff, consultants and volunteers in the context of successful strategic planning and evaluation. NOTE: Offered as special study course only.

MNM 627. WEALTH AND PHILANTHROPY (3). Examines wealth and philanthropy in American society. Includes how wealth is distributed; the patterns, practices, roles and functions of giving money; why and how wealthy people give; and how giving connects to other aspects of their lives.

MNM 633. HUMAN RESOURCES AND VOLUNTEER MANAGEMENT (3). Examines a variety of issues in the effective management of people working in nonprofit organizations. Topics include hiring policies and practice, compensation packages, staff development, staff evaluation, collective bargaining, labor management issues and equal employment opportunity. Emphasizes the role of volunteerism in society and how volunteers are recruited, organized and managed in various types of nonprofits.

MNM 644. FINANCIAL MANAGEMENT OF NONPROFIT ORGANIZATIONS (3). Focuses on using financial information management for budgeting, finance and investment

decision-making in nonprofit organizations. Topics include acquisition, reporting, taxation, risk management and regulatory issues. Emphasizes unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and tax planning.

MNM 647. PROGRAM DEVELOPMENT AND EVALUATION (3). Designs, evaluates and analyzes programs through the utilization of research methods and best practices to determine the effectiveness of programs while at the same time providing accountability to the organization's mission. Utilizes evidence-based and other data to evaluate and develop techniques and strategies that can produce effective program measurement.

MNM 648. GOVERNANCE AND ORGANIZATIONAL CHANGE (3). Examines and analyzes the critical dimensions of governance in nonprofit organizations with special emphasis on governance by boards of directors. Considers composition, functions, structure, roles and responsibilities of members. Explores organizational change as governance structures decide upon structural changes within an organization as well as theories of organizational change within nonprofits and the life and growth cycles of organizations.

MNM 651. RESEARCH METHODS FOR NONPROFIT ORGANIZATIONS (3). Focuses on the various techniques necessary for an effective investigation of social and organizational concerns. Includes use of library and computer searches; available resources in the local, national and international community; interviewing techniques; surveys and general statistical analysis. NOTE: Offered as special study course only.

MNM 655. LEADING FROM WITHIN (3). Explores the role of spirituality in leadership. Investigates various approaches to knowing oneself and drawing from the inner soul to strengthen the objectives and performance of one's organization and community.

MNM 670. FINANCIAL RESOURCE DEVELOPMENT (3). Examines the principles, strategies and techniques of resource development. Topics include an overview of resource development from foundations, corporations, government and individuals, proposal writing and presentation, direct mail, conducting special events, and individual major gift programs.

MNM 671. ADVANCED FINANCIAL RESOURCE DEVELOPMENT (3). Further develops the fundraising issues presented in MNM 670. Compares and contrasts the key components in planned giving, capital campaigns and other major gift practices. Identifies various techniques for mobilizing boards of directors and prospective donors. Explores the differences between grassroots fundraising and fundraising appropriate for larger organizations. Prerequisite(s): MNM 670.

MNM 672. SOCIAL JUSTICE, COMMUNITY ORGANIZING AND ACTIVISM (3). Investigates the role of social justice and change movements within historical and contemporary contexts. Explores and dissects different movements in the 20th century: civil, women's, Chicano, disabled and religious rights, gay, union and neighborhood movements. Analyze and design specific community organizing skills relating to concepts of power, negotiation, group processes, constituency, and leadership, using these techniques within the context of a nonprofit organization to raise money and gain power and strength.

MNM 673. NONPROFIT CONSULTING (3). Examines the business of nonprofit consulting including analysis, current and future markets, public policy and ethics, and accounting and operations issues.

MNM 674. LEADERSHIP COACHING (3). Examines core elements of leadership and life/career coaching. Focuses on various internal resources available that impact the quality and performance of one's work and interpersonal relationships. Analyzes techniques for improving and motivating employees and volunteers.

MNM 675. INTERNATIONAL THIRD SECTOR (3). Examines the role of the third sector throughout the world. Analyzes the legal, political, economic, cultural and organizational climate of the sector in a variety of regions including Eastern Europe, Russia, Africa and Latin America. Evaluates the critical components of non-governmental organizations (NGO) relative to nonprofits in the United States.

MNM 676. GRASSROOTS FUNDRAISING (3). Focuses on the various techniques of raising money from the community-memberships, dues, special events, neighborhood institutions, small donors and small earned income projects. Analyzes the differences and similarities between fundraising for a large nonprofit and resource development for a small grassroots organization.

MNM 677E-W. SERVICE ORIENTED FIELD EXPERIENCE (3). Examines the historical factors, political climate, and unique contributions of the nonprofit sector in a variety of different national and international settings through hands on experience. Students will travel in other countries and/or regions.

MNM 678. MANAGING DIVERSITY THROUGH LEADERSHIP IN NONPROFITS (3). Examines theory and practice of managing diversity through leadership in nonprofits. Emphasizes management as it relates to interpersonal relations within an organization, as well as providing culturally competent services to the customers. Critiques, analyzes, and places cultural differences into functional management perspectives that can be utilized in everyday practical dynamics. Cultural competency and other cultural management theories will be presented, discussed and placed within a framework of multiculturalism.

MNM 684. LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT (3). Explores and analyzes the concept of systems thinking and how this paradigm creates new models of leadership for nonprofit organizations. Investigates a diverse range of ideas, strategies, and techniques that enable nonprofits to become learning organizations. Emphasizes student's capacity to provide sustained, creative leadership within their own nonprofit organization.

MNM 687. SOCIAL JUSTICE AND RECONCILIATION SEMINAR (3). Emphasizes reflection, theory, knowledge, and practice. Concludes fulfillment of the learning objectives of the Academic Certificate in Social Justice, Peace, and Reconciliation by student participation in a seminar and production of a major paper or project. Cross listing: MASO 634.

MNM 690E-W. INDEPENDENT STUDY IN NONPROFIT MANAGEMENT (1-4). Provides an opportunity for faculty directed independent research in any field or topic in nonprofit management not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair. NOTE: Offered as special study course only.

MNM 695E-W. SEMINAR IN NONPROFIT MANAGEMENT (3). Provides an opportunity for faculty-directed intensive research on a topic relevant to current conditions in the nonprofit sector.

MNM 697. PROFESSIONAL PROJECT (3). Forms the capstone experience representing the creation, development, improvement or evaluation of a product or program or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world.

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY (MSCIT)

INTRODUCTION

The Master of Science in Computer Information Technology focuses on the integration of management and the technological challenges of information resources. The MSCIT program is designed for the working CIT professional or the professional in any industry who needs to gain CIT knowledge in order to achieve business goals. Students have the opportunity to generalize their course of study (self-selected) or focus their study in one of the following specialization areas:

- Database Technology
- Executive Information Technologies
- Self-Selected
- Software Engineering
- Systems Engineering

The current and future needs of computer information professionals are addressed by providing curriculum with a solid foundation in computer hardware and software, systems engineering, computer networking, communications and project/team skills for the rapidly changing computer environment. MSCIT faculty work full-time in the industry, contributing a wealth of experience and knowledge to the classroom. Additionally, faculty have considerable teaching experience with adult learners.

MSCIT students make a final professional presentation of a project to peers, faculty and administrators. The project is designed to integrate learning with hands-on experience; students identify and solve a technological problem within an organization.

The outcomes of the program are that graduates will have:

- Integrated technical and managerial theory into their current work context.
- Knowledge of the principles and methodologies of software design.
- Knowledge of cultural perspective divisions unique to the information technologies industry.
- Knowledge of the human, ergonomic considerations relevant to system design.
- Ability to analyze the CIT needs of business and development analyses in the form of information systems models.
- Ability to design systems solutions to meet business requirements.
- Ability to communicate technical materials to a technical or non-technical audience in both written and oral format.

- Knowledge of ethical concerns endemic to the CIT industry, involving issues such as privacy, piracy, security, and quality and an awareness of ethical frameworks appropriate to their consideration.
- Familiarity with research methods supportive of an ongoing and contemporaneous awareness of developments in the computer industry.

ADMISSION

MSCIT admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. The MSCIT degree requires students to have sufficient knowledge and/or experience in database applications, programming, computer networking, and systems analysis and design. This is assessed for each applicant during the admission interview. Knowledge and experience can be supplemented by courses in these prerequisite areas. Not all supplemental courses must be completed prior to applying to the program, but must be completed prior to taking the core courses.

The SPS Marketing and Admission Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- A current resume.
- Admission essay.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview, and the Committee makes an admission recommendation.

MSCIT PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$425
Tuition Online (per semester hour)	\$495
Application Fee (non-refundable)	\$75

The tuition, fees, and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and fulfill its role and mission.

ACADEMIC INFORMATION

Course Availability

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were

offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

Attendance

Students are expected to attend every MSCIT class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSCIT courses, absence from a single class meeting can result in students missing a substantial portion of class content and participation. If students must miss the first class meeting, registration is permitted only with prior approval of the absence from the instructor. It is the student's responsibility to contact the instructor for absence approval before registering for the course.

Students who miss the first class meeting without prior approval may be dropped from the course. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up work and assignment of grades affected by a student's absence are at the discretion of the instructor.

Course Overload

The MSCIT degree consists of twelve (12) courses. Students may take three (3) courses (9 semester hours) in any semester (there are two academic periods per semester), as long as all prerequisites are met. To take four (4) courses (12 semester hours) during any semester (considered an overload) requires prior approval of the Degree Chair. Students may not take more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, only students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload. Graduate overload forms may be obtained through the Graduate Programs Office. The upper portion of this form is to be completed by students and submitted to the Graduate Programs Office at least thirty (30) days prior to registering for the course. Students receive written approval or denial of this request. Requests to take three (3) graduate courses during one academic period are not approved.

Professional Project

The Professional Project is a process designed to have students apply their course work to a meaningful, broad reaching project. The project should be of interest to the student from both a professional and academic viewpoint. A range of flexibility is provided regarding what the project can involve. The student selects a primary faculty advisor based on the faculty's knowledge of and/or interest in the subject matter focus on the student's project.

The paper that is produced by the student is an academically rigorous analysis of the student's project and should be on average between 40-100 pages of text that include illustrations, diagrams, etc. The paper is published in the Regis University Library and therefore information in the paper must be publishable.

The presentation of the paper and project takes the student approximately 25-35 minutes followed by a 15-20 minute question and answer period from a faculty panel. For online students, these time limits are redefined to more appropriately reflect the online environment. For online students, a faculty panel will review their presentation and submit questions to the student that the student will need to respond to within a given time frame.

Transfer Credit

Upon entrance, graduate level course work may be transferred toward program electives. A maximum of six (6) credit hours may be transferred from another regionally accredited institution. Acceptance of transfer course work is based on a course content review; transfer course content must be equivalent to a Regis MSCIT course. Students must submit to the Degree Chair the following materials for transfer credit consideration; an official transcript from each transfer institution, a Bulletin course description, a copy of the course syllabus and copy of the table of contents of the text book used in the course for each course for which transfer is requested.

Degree Plan

Students must complete all MSCIT degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

MSCIT DEGREE REQUIREMENTS

The MSCIT degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). Students can complete the program in less than two (2) years while working full-time.

Prerequisite Requirements

Prior knowledge in programming, systems analysis and database applications or successful completion of the following courses are necessary before enrolling in the MSCIT graduate level courses.

Students may be required to take one (1) or more from the following prerequisite courses:

MSC 540—Computer Concepts and Architecture	3 SH
MSC 570—Survey of Programming Logic	3 SH

NOTE: Prerequisite courses are not calculated into degree requirements.

Core Requirements must be completed before enrolling in elective or specialized courses.

Specialization Areas

MSCIT students select from five (5) specialization areas of study. In addition to the required courses, students complete a minimum of twelve (12) semester hours identified as part of the specified specialization area. It is recommended that the student without a computer networking background, select MSCN 600—Networking Essentials as one of the elective courses if the course is not required as part of the specialization. Students are permitted to earn a double specialization by completing twelve (12) additional semester hours in any two (2) of the five (5) specializations.

DATABASE TECHNOLOGY SPECIALIZATION

Core Requirements 6 SH

MSCC 610—Information Systems Concepts 3 SH

MSCC 630—Information Systems Architecture 3 SH

Specialization Requirements 6 SH

Six (6) semester hours selected from the following:

MSCD 600—Database Architecture 3 SH

MSCD 610—Database Concepts 3 SH

Specialization Electives 6 SH

Six (6) semester hours selected from following:

MSCD 640—Database Administration 3 SH

MSCD 642—Database Backup and Recovery 3 SH

MSCD 644—Database Performance Tuning 3 SH

MSCD 650—PL/SQL Programming 3 SH

MSCD 670—Oracle® 9i Application Server Portal Administration 3 SH

MSCD 676—Enterprise Portal Design Using XML 3 SH

MSCD 680—Advanced Database Technologies Using OLAP 3 SH

General Electives 12 SH

Twelve (12) semester hours of any 600-level courses selected from the MSCIT program.

Professional Project 6 SH

MSC 697—Professional Project: Proposal and Development 3 SH

MSC 698—Professional Project: Paper and Presentation 3 SH

EXECUTIVE INFORMATION TECHNOLOGIES SPECIALIZATION

Core Requirements 6 SH

MSCC 610—Information Systems Concepts 3 SH

MSCC 630—Information Systems Architecture 3 SH

Specialization Requirements 6 SH

MSCI 600—Strategic Information Technology 3 SH

MSCI 610—Ethics in Information Technology 3 SH

Specialization Electives 6 SH

Six (6) semester hours selected from the following:

MSCI 620—E-Commerce Technology Management	3 SH
MSCI 630—Knowledge Management	3 SH
MSCI 680—Information Technology Project Management	3 SH
MSCT 672—Managing a Secure Enterprise	3 SH

General Electives 12 SH

Twelve (12) semester hours of any 600-level courses selected from the MSCIT program.

Professional Project 6 SH

MSC 697—Professional Project: Proposal and Development	3 SH
MSC 698—Professional Project: Paper and Presentation	3 SH

SOFTWARE ENGINEERING SPECIALIZATION**Core Requirements** 6 SH

MSCC 610—Information Systems Concepts	3 SH
MSCC 630—Information Systems Architecture	3 SH

Specialization Requirement 3 SH

MSCS 600—Object-Oriented Software Engineering	3 SH
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Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MSCS 610—Software Requirements and Processes	3 SH
MSCS 620—Software Construction, Tools, Methods	3 SH
MSCS 630—Software Design	3 SH
MSCS 640—Software Quality and Test	3 SH
MSCS 645—Software Configuration Management, Maintenance	3 SH
MSCS 650—C++ Programming	3 SH
MSCS 652—Data Structures and Algorithms Using C++	3 SH
MSCS 670—Java Programming	3 SH
MSCS 672—Advanced Java Programming	3 SH
MSCS 680—C# Programming	3 SH
MSCS 682—Programming .Net with C#	3 SH

General Electives 12 SH

Twelve (12) semester hours of any 600-level courses selected from the MSCIT program.

Professional Project 6 SH

MSC 697—Professional Project: Proposal and Development	3 SH
MSC 698—Professional Project: Paper and Presentation	3 SH

SYSTEMS ENGINEERING SPECIALIZATION**Core Requirements** 6 SH

MSCC 610—Information Systems Concepts	3 SH
MSCC 630—Information Systems Architecture	3 SH

Specialization Requirements 12 SH

Twelve (12) semester hours selected from the following:

MSCT 600—Network Essentials*	3 SH
MSCT 609—UNIX Concepts	3 SH
MSCT 620—Access Networks	3 SH
MSCT 660—Supporting and Managing Middleware Systems	3 SH
MSCT 662—Storage Area Networks	3 SH
MSCT 664—Routing and Switching	3 SH
MSCT 670—Information Enterprise Assurance	3 SH
MSCT 672—Managing a Secure Enterprise	3 SH
MSCT 674—Planning and Implementing Architecture Security	3 SH
MSCT 676—Securing and Protecting Systems, Applications and Data	3 SH
MSCT 680—Enterprise Storage	3 SH

General Electives 12 SH

Twelve (12) semester hours of any 600-level courses selected from the MSCIT program.

Professional Project 6 SH

MSC 697—Professional Project: Proposal and Development	3 SH
MSC 698—Professional Project: Paper and Presentation	3 SH

* Recommended for students with minimal Networking background.

SELF-SELECTED SPECIALIZATION**Core Requirements** 6 SH

MSCC 610—Information Systems Concepts	3 SH
MSCC 630—Information Systems Architecture	3 SH

There are no specific course requirements in the self-selected specialization area. Twenty-four (24) semester hours of MSCIT courses selected in consultation with an Academic Advisor. The self-selected specialization is not posted on the transcript or diploma.

Capstone Project 6 SH

MSC 697—Professional Project: Proposal and Development	3 SH
MSC 698—Professional Project: Paper and Presentation	3 SH

CERTIFICATE IN COMPUTER INFORMATION TECHNOLOGY

A candidate for one of the academic certificate programs must possess the prerequisite skills for entry into the Master of Science in Computer Information Technology degree program and the specific prerequisite skills/knowledge identified in each certificate program. Regis Graduate Certificates are designed for students who wish to

seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificate represents a selection of courses from the MSCIT program. These courses could eventually be included in a Regis SPS graduate students' degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Computer Information Technology), but are not interested in completing a second Bachelor's or Master's degree; (2) individuals who have completed an undergraduate degree, but are not sure initially if they want to enroll in a graduate level degree-seeking program.

Specific parameters for MSCIT Graduate Certificates include:

- A minimum of twelve (12) semester hours of credit.
- The courses offered within a given Certificate represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.

The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

Certificate Admission

The Graduate Programs Marketing and Admission Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- A current resume.
- Admission essay.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes any admission recommendation.

Transfer Credit

Graduate transfer credit is not accepted into the certificate program. All semester hours required must be earned through Regis University.

MSCIT CERTIFICATE REQUIREMENTS

An academic certificate requires that student's meet the following requirements in addition to twelve (12) specified graduate hours:

Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program. A grade of "C" or higher is required for all certificate requirements.

Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).

The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Certificate Requirements

The following prerequisites may be required based on an applicant's background and will be determined during admissions interview:

MSC 540—Computer Concepts and Architecture	3 SH
MSC 570—Survey of Programming Logic	3 SH
or	
Similar programming logic courses	
or	
Permission of Instructor or Degree Chair	

DATABASE ADMINISTRATION WITH IBM DB2 12 SH

MSCD 682—DB2™ Platform and Environment	3 SH
MSCD 684—DB2™ Fundamentals	3 SH
MSCD 686—DB2™ Database Administration	3 SH
MSCD 688—DB2™ Advanced Database Concepts and Practices	3 SH

DATABASE ADMINISTRATION WITH ORACLE 12 SH

MSCD 600—Database Architecture	3 SH
MSCD 610—Database Concepts	3 SH

Six (6) semester hours selected from the following:

MSCD 640—Database Administration	3 SH
MSCD 642—Database Backup and Recovery	3 SH
MSCD 644—Database Performance Tuning	3 SH
MSCD 680—Advanced Database Technologies Using OLAP	3 SH

DATABASE DEVELOPMENT 12 SH

MSCD 600—Database Architecture	3 SH
MSCD 610—Database Concepts	3 SH

Six (6) semester hours selected from the following:

MSCD 650—PL/SQL Programming	3 SH
MSCD 670—Oracle® 9i Applications Server Portal Administration	3 SH
MSCD 676—Enterprise Portal Design Using XML	3 SH
MSCD 680—Advanced Database Technologies Using OLAP	3 SH

ENTERPRISE JAVA SOFTWARE DEVELOPMENT 12 SH

MSCS 630—Software Design	3 SH
MSCS 670—Java Programming	3 SH
MSCS 674—Enterprise Java Programming	3 SH
MSCS 676—Advanced Enterprise Java Programming	3 SH

EXECUTIVE INFORMATION TECHNOLOGIES 12 SH

MSCI 600—Strategic Information Technology	3 SH
MSCI 610—Ethics in Information Technology	3 SH

Six (6) semester hours selected from the following:

MSCI 620—E-Commerce Technology Management	3 SH
MSCI 630—Knowledge Management	3 SH
MSCI 680—Information Technology Project Management	3 SH
MSCT 672—Managing a Secure Enterprise	3 SH

INFORMATION ASSURANCE 12 SH

MSCT 670—Information Enterprise Assurance	3 SH
MSCT 672—Managing a Secure Enterprise	3 SH
MSCT 674—Planning and Implementing Architecture Security	3 SH
MSCT 676—Securing and Protecting: Systems, Applications, Data	3 SH

SOFTWARE ENGINEERING 12 SH

MSCS 600—Object-Oriented Software Engineering	3 SH
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Nine (9) semester hours selected from the following:

MSCS 610—Software Requirements and Processes	3 SH
MSCS 620—Software Construction, Tools, Methods	3 SH
MSCS 630—Software Design	3 SH
MSCS 640—Software Quality and Test	3 SH
MSCS 645—Software Configuration Management, Maintenance	3 SH
MSCS 650—C++ Programming	3 SH
MSCS 652—Data Structures and Algorithms Using C++	3 SH
MSCS 670—Java Programming	3 SH
MSCS 672—Advanced Java Programming	3 SH
MSCS 682—Programming .Net with C#	3 SH

STORAGE AREA NETWORKS 12 SH

MSCT 620—Access Networks	3 SH
MSCT 660—Supporting and Managing Middleware Systems	3 SH
MSCT 662—Storage Area Networks	3 SH
MSCT 680—Enterprise Storage	3 SH

SYSTEMS ENGINEERING 12 SH

Student selects one (1) of the following options:

Systems Development

Twelve (12) semester hours selected from the following:

MSCT 600—Network Essentials*	3 SH
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MSCT 609—UNIX Concepts	3 SH
MSCT 620—Access Networks	3 SH
MSCT 660—Supporting and Managing Middleware Systems	3 SH
MSCT 662—Storage Area Networks	3 SH
MSCT 664—Routing and Switching	3 SH
MSCT 680—Enterprise Storage	3 SH

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY COURSE DESCRIPTIONS (MSC)**MSC 525. SYSTEMS ANALYSIS AND DESIGN FOR DATABASE APPLICATIONS (3).**

Studies the analysis and design of computer based information systems. Focuses on database applications, transformation processes, comprehensive design and advanced technology. Emphasizes expert and knowledge-based systems. Discusses physical file organization, data integrity and security techniques. Develops data structures in context of database, database management and data communications.

MSC 540. COMPUTER CONCEPTS AND ARCHITECTURE (3). Examines basic concepts and applications of computer hardware, operating systems, and software technologies as they are used to design and implement business information systems. Prerequisite(s): Acceptance into the MSCIT Program.

MSC 570. SURVEY OF PROGRAMMING LOGIC (3). Examines basic concepts and applications of computer hardware, operating systems, and software technologies as they are used to design and implement business information systems. Prerequisite(s): Acceptance into the MSCIT Program.

MSC 690E-W. INDEPENDENT STUDY IN MSCIT (1-3). Provides an opportunity for faculty directed independent research in any field or topic in computer information systems not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair.

MSC 694E-W. TECHNOLOGY SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Technology professionals based on topics relevant to current technological conditions. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSC 695E-W. TECHNOLOGY SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Technology professionals based on topics relevant to current technological conditions. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSC 696A. PROFESSIONAL PROJECT PROPOSAL (1). Introduces the basics of project management and proposal and thesis writing. Students work extensively on developing and getting approval for a project proposal, which includes a high-level project plan. Requires delivery of a project abstract, executive summary and expanded outline along with an approved proposal. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680 along with at least three (3) other MSCIT courses are required before you may take this course. Pass/No Pass grading only.

MSC 696B. PROFESSIONAL PROJECT PAPER (1). Provides an opportunity for fine-tuning the project paper from a grammar and structure perspective following APA guidelines. Students edit their paper until a final approved paper is delivered and submitted for binding and publication in the Regis Library. Prerequisite(s): MSC 696A. NOTE: Requires approval, by the student's faculty advisor, of a first draft of the Professional Project paper completed in MSC 696A. Pass/No Pass grading only.

MSC 696C. PROFESSIONAL PROJECT PRESENTATION (1). Allows a student to create and present their Professional Projects. Students work with faculty and students in revising and delivering their presentations until a final, formal presentation is given to the class, the faculty, the student's faculty advisor and other invited guests. Prerequisite(s): MSC 696B. Pass/No Pass grading only.

MSC 697. PROFESSIONAL PROJECT: PROPOSAL AND DEVELOPMENT (3). Concentrates on project management, proposal preparation, research and thesis writing. Deliverables include abstract proposal, paper outline and research plan. Students research and develop project proposals that are then approved by the MSC 697 faculty. Prerequisite(s): MSC 620 and MSC 645 and MSC 680 along with at least three (3) other 600-level MSCIT courses are required before you may take this course.

MSC 698. PROFESSIONAL PROJECT: PAPER AND PRESENTATION (3). Students finish the professional project paper initially defined in MSC 697. The final paper and presentation are graded by the MSC 698 faculty. NOTE: Last course to be taken in the MSCIT program. Student presentation is open to public. Prerequisite(s): MSC 697 and all MSCIT degree course requirements.

MSCIT – CORE (MSCC)

MSCC 610. INFORMATION SYSTEMS CONCEPTS (3). Introduces information systems concepts, architectures, and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from business viewpoint including processes, value proposition, and different types of information systems. Prerequisite(s): Acceptance into the MSCIT Program.

MSCC 620. PRESENTATION OF TECHNICAL MATERIALS (3). Enhances skills with knowledge of the technology appropriate for communicating complex, technical topics to non-technical audiences by way of documents, graphics and oral presentations. Provides a workshop-oriented experience in developing documents and delivering presentations. Integrates peer and facilitator critiques sharing various technologies for effective written and oral communications.

MSCC 630. INFORMATION SYSTEMS ARCHITECTURE (3). Examines information needed to create adaptive strategies for successfully implementing enterprise architectures. Focuses on strategies that are based on experiences within organizations across multiple industry verticals. Prerequisite(s): Acceptance into the MSCIT Program.

MSCC 645. APPLIED SYSTEMS ANALYSIS (3). Expands upon the foundation provided by an undergraduate systems analysis course by providing additional depth in a number of relevant topics including major analysis tools and interface with users concerning requirements. Focuses on effectively using systems analysis techniques to help build better information systems.

MSCC 680. PROJECT MANAGEMENT (3). Covers the management of business/computer information development and the traditional life cycle and cyclic development approaches. Includes technical aspects of project estimation, scheduling using manual and automated project management tools in a simulated software project. Prerequisite(s): Acceptance into the MSCIT Program.

MSCIT – DATABASE (MSCD)

MSCD 600. DATABASE ARCHITECTURE (3). Provides an introduction to the internal structures and architecture of database management systems. Focuses on the Oracle9i ORDBMS architecture and associated processes and physical files. Covers general concepts such as design, deployment, and operation. Prerequisite(s): MSCC 610 and MSCC 630.

MSCD 610. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL3 in-depth. Utilizes Oracle9i ORDBMS and Oracle command line interface, SQL*Plus for all lab work. Provides hands-on experience with an enterprise class, object-relational database management system. Prerequisite(s): MSCD 600.

MSCD 640. DATABASE ADMINISTRATION (3). Examines key tasks and functions required of a database administrator in a production environment. Students create, start up, and manage a database. In addition, students implement data security and integrity measures and grant access privileges to individual database users. Prerequisite(s): MSCD 610.

MSCD 642. DATABASE BACKUP AND RECOVERY (3). Studies the critical tasks of planning and implementing database backup and recovery strategies. Explores backup methodologies based on business requirements in a typical enterprise and utilizes multiple strategies to recover from different types of recovery failures. Prerequisite(s): MSCD 640.

MSCD 644. DATABASE PERFORMANCE TUNING (3). Studies database servers from the perspective of optimization and performance. Focuses on techniques for improving data access and storage, emphasizing performance diagnosis and resolution using real-world scenarios. Prerequisite(s): MSCD 640.

MSCD 650. PL/SQL PROGRAMMING (3). Studies advanced SQL and SQL*Plus concepts and how to write PL/SQL procedures, functions and packages. Topics include extending statements to include Set Operators, and building correlated sub queries and hierarchical queries. Student creates and manages PL/SQL program units and database triggers as a basis for complex application development. Prerequisite(s): MSCD 610.

MSCD 652. APPLICATION DEVELOPMENT WITH ORACLE® FORMS (3). Explores the design and development of GUI database applications in a distributed computer environment. Focuses on the use of Oracle Developer/2000 toolset and the Oracle 7 database management systems while studying application concepts and management issues involved with the deployment and support of distributed applications. Develops applications using Oracle Forms, Oracle Reports, Oracle Graphics and PL/SQL. Prerequisite(s): MSCD 650.

MSCD 654. ADVANCED DEVELOPMENT WITH ORACLE® FORMS AND REPORTS (3). Student creates multiple-form applications and learns how to manage multiple transactions across modules. Examines concepts to enhance applications with custom menus, reports, and charts. Identifies benefits and disadvantages of various reporting methods. Analyzes a variety of standard and custom reports using Oracle Developer 2000 toolset. Explores how to retrieve, display and format data identifying appropriate uses. Prerequisite(s): MSCD 652.

MSCD 670. ORACLE® 9i APPLICATION SERVER PORTAL ADMINISTRATION (3). Examines middleware implementation of portals on Oracle's advanced 9iAS platform. Focuses on design, development and administration of web based enterprise portal technology. Explores B2B applications, case studies, and Internet based access to the portal development tool. Prerequisite(s): MSCD 650.

MSCD 676. ENTERPRISE PORTAL DESIGN USING XML (3). Explores enterprise portal design, beginning with strategic planning, data modeling, Zachman Framework concepts, and various logical concepts leading into enterprise portal development. Examines portals using XML technology. Prerequisite(s): MSCD 670.

MSCD 680. ADVANCED DATABASE TECHNOLOGIES USING OLAP (3). Studies advanced relational theory and SQL Application Programming Interface (API) standards. Examines data warehousing, OLTP and OLAP integration, and database-distributed architectures. Prerequisite(s): MSCD 650.

MSCD 682. DB2 PLATFORM AND ENVIRONMENT (3). Introduces the operating environment for the DB2 Universal Database and the hardware and software platforms that accommodate the DB2 database server. Presents the installation and configuration procedures for an IBM SYS390 with a Linux kernel operating system.

MSCD 684. DB2 FUNDAMENTALS (3). Focuses on the architecture, basic login, and administrative function of the DB2 Universal Database. Presents the installation and configuration of the DB2 database and administration of users. Includes schema and storage management, and security policies for the database.

MSCD 686. DB2 DATABASE ADMINISTRATION (3). Covers procedures for administering a relational schema, managing storage, interfacing with external applications, and creating and administering users using profiles and roles. Presents concepts of backup and recovery of the database, transaction management, and concurrency control.

MSCD 688. ADVANCED DATABASE CONCEPTS AND PRACTICES (3). Focuses on the operating performance of a DB2 database by tuning the database and optimizing the operating platform and application environment. Covers query optimization, distributed storage environments, indexing, partitioning, and SQL tuning using the DB2 lab.

MSCIT – E-COMMERCE (MSCE)

MSCE 600. ELECTRONIC COMMERCE (3). Introduces the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies. Covers catalysts for e-commerce, namely business-to-business (B2B) and business-to-customer (B2C), convergence of technologies and capabilities, technological challenges, legal and regulatory framework, behavior and educational challenges, organizational and business barriers, and strategies for e-commerce. Uses a combination of lectures, discussions, presentations, and student projects to gain a broad understanding of the dynamic field of e-commerce. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSCE 605. E-COMMERCE TECHNOLOGY AND APPLICATIONS (3). Examines E-Commerce value proposition through specific concepts and applications used to implement E-Commerce initiatives. Topics include Enterprise Resource Planning, Supply Chain Management, Sales Force Automation, and Customer Relationship Management. Prerequisite(s): MSCE 600, MSCC 620 and MSCC 645.

MSCE 610. E-SECURITY (3). Enables students to understand and analyze fundamental concepts related to Internet and e-commerce security. Examines risk and threat analysis, authentication, encryption, payment systems, intrusion pathology, vulnerability assessment, and defensive strategies, tactics and countermeasures. Applies knowledge of networking fundamentals including TCP/IP layers and packet formation. Prerequisite(s): MSCE 600.

MSCE 620. DEVELOPMENT TECHNOLOGY FOR E-COMMERCE (3). Explores HTML insufficiency and its resulting need for increased functionality. Examines alternate programming languages and environments such as CGI, JavaScript, and Flash. Prerequisite(s): One semester of a programming language or equivalent experience in C, C++, Java Visual Basic, or some other modern programming language and MSCE 610.

MSCE 622. INTERNAL INTERFACE LANGUAGE TECHNOLOGIES (3). Covers the various technologies used to interface database systems with the Internet. Studies the

application of the technologies with reference to business-to-business (B2B) and business to consumer (B2C) platforms. Reviews the evolution of early common gateway interface (CGI) scripting languages to today's current HTML, CFML, Java and XML application development tools. Examines all technical aspects that relate to reliance of E-business platforms on the ability to connect back-end database E-commerce systems to the Internet. Prerequisite(s): MSCE 620.

MSCE 630. PLANNING AND DESIGNING E-COMMERCE PROJECTS (3). Provides an opportunity to apply systems analysis principles and project management techniques to the planning and design of an E-Commerce project SDLC. Presents recent case histories business-to-business (B2B) and business-to-customer (B2C). Emphasizes the unique characteristics of E-Commerce project planning and scheduling, rapid web development and information update, and customer satisfaction surveying. Introduces project scheduling, cost estimation, project life cycle monitoring, quality assurance and control of web resources. Requires a group project involving analysis and design of an E-Commerce project. Prerequisite(s): MSCE 610.

MSCE 632. E-COMMERCE ARCHITECTURES AND APPLICATIONS (3). Presents the architectural components of a successful E-Commerce business site (telecom, web server, user interface, management) through case histories. Focuses on the telecom and management requirements of robust web server farms: adequate bandwidth and flexible connection management. Presents N-tiered client/server network architectures proposes them as a solution to bottlenecking. Emphasizes partnering through high-speed connectivity between specialized E-Business companies as one path to rapid company development of an E-Commerce site. Presents Apache web server, Novell web management, use and management of voice and video over IP and XML integration of partner networks. Prerequisite(s): MSCE 630.

MSCE 634. WEB-BASED DISTRIBUTED SYSTEMS APPLICATIONS (3). Studies the impact of technologies such as WWW/HTTP, COBRA, Java, Java APIs such as JavaBeans, and JDBC. Includes a classroom project that serves to introduce, educate and reorient students' thinking toward Web-based distributed application development. Prerequisite(s): MSCE 632.

MSCIT – EXECUTIVE INFORMATION TECHNOLOGY (MSCI)

MSCI 600. STRATEGIC INFORMATION TECHNOLOGY (3). Presents the importance of information technology as a necessary component of a successful business. Focuses on the evolution of information technology from an enabling tool to a competitive business strategy. Illuminates roles of CIO. Prerequisite(s): MSCC 610 and MSCC 630.

MSCI 610. ETHICS IN INFORMATION TECHNOLOGY (3). Course illuminates ethical issues regarding information systems (access, data storage, and data utilization). Focuses on developing a set of ethical standards for professionals in information technology. Prerequisite(s): MSCM 600.

MSCI 620. E-COMMERCE TECHNOLOGY MANAGEMENT (3). Introduces concepts of electronic commerce and technologies employed. Covers catalysts for e-commerce (B2B and B2C), the convergence of technological challenges, legal and regulatory frameworks, behavior and educational challenges, organization and business barriers, and strategies for e-commerce. Prerequisite(s): MSCI 600.

MSCI 630. KNOWLEDGE MANAGEMENT (3). Presents detailed insights into knowledge management focusing on concepts, theories and technologies that provide the foundation for knowledge management and on information technology as an important catalyst. Prerequisite(s): MSCI 600.

MSCI 680. INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3). Covers the management of business/computer information development and the traditional life-cycle and cyclic development approaches. Includes technical aspects of project estimation, scheduling using manual and automated project management tools in a simulated software project. Prerequisite(s): MSCI 600.

MSCIT – NETWORKING (MSCN)

MSCN 600. NETWORK ESSENTIALS (3). Examines local area networks, telephony, web basics, wide area networking, etc. Introduces concepts central to network design, architectures, standards and protocols. Emphasizes the application of these concepts to the installation and configuration of small networks in the classroom. Topics include network media, communications and protocols, architectures, operating systems, administration and support issues, distributed network environments and Internetworking. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSCN 609. UNIX CONCEPTS (3). Studies the fundamentals and basic concepts of the UNIX operating system. Utilizes the UNIX file system, shell programming, file and data manipulation and tools. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSCN 612. ADVANCED UNIX CONCEPTS (3). Studies advanced concepts within the UNIX operating system. Topics include: system security and administration, client/server computing, UNIX Network Utilities and programming in the UNIX environment. Prerequisite(s): MSCN 609.

MSCN 615. FUNDAMENTALS OF SOLARIS (3). Analyzes the use of UNIX under the Solaris operating environment. Introduces the Common Desktop Environment (CDE) and fundamental command-line features of Solaris including file system navigation, file permissions, the vi text editor, command shells, and basic network use. CDE features include Application Manager, File Manager, printing and mail. Prerequisite(s): MSCC 620 and MSCC 645 and MSCC 680.

MSCN 620. NETWORKING TECHNOLOGIES (3). Emphasizes the application of a variety of networking architectures including an overview of telephony and digital systems used to provide transport for voice video and data. Topics include network media, communications and protocols, architectures, operating systems, administration and support issues, distributed network environments and Internetworking. Prerequisite(s): MSCN 600.

MSCN 660. CLIENT/SERVER ARCHITECTURE (3). Explores client/server method of information transfer regarding worldwide acceptance by the information technology community. Examines client/server operating systems such as Unix, Microsoft NT and Novell NetWare and demonstrates user administration, security and rights, server management and operation cost. Applies system analysis methodology to a variety of proposed network designs to understand crucial design components in the selection of operating systems, server hardware and application software using case histories. Prerequisite(s): MSCN 620.

MSCN 662. INTERNETWORK AND WAN DESIGN (3). Explores extension of Local Area Networking (LAN) technology across a campus or enterprise. Discusses and demonstrates topics and concepts such as TCP/IP (both Ipv4 and Ipv6 administration), router selection and management, naming and addressing, DNS services, and protocol implementation. Utilizes common systems analysis principles, as applied to modern WAN implementations strategies, to allow the student to properly select WAN hardware, the most appropriate TELCO, operating protocols and management tools for business models. Prerequisite(s): MSCN 660.

MSCN 690. ENTERPRISE ANALYSIS AND DESIGN (3). Provides the opportunity to display student command and knowledge of convergent technologies, systems analysis and project management. Requires students to perform a systems analysis of a recent case history with respect to the companies current and future technology requirements. Student designs an implementation plan based on current project management techniques and present the final solution to the class. Explores visual design and management tracking tools to display and track the analysis, design and implementation process. Prerequisite(s): MSCN 662.

MSCIT – OBJECT-ORIENTED (MSCO)

MSCO 630. OBJECT-ORIENTED ANALYSIS AND DESIGN (3). Explores systems design and software engineering from the object-oriented perspective. Emphasizes UML; presents an Object Oriented approach to software development based on modeling objects from the real world and uses the model to build a language-independent design organized around those objects. Prerequisite(s): MSCO 640 or MSCO 650 or MSCO 670 depending on concentration. NOTE: Requires the completion of one introductory Object-Oriented programming course.

MSCO 640. VISUAL BASIC PROGRAMMING (3). Introduces Visual Basic programming. Emphasizes VB concepts, techniques and procedures. A hands-on course that requires Microsoft Visual Basic. Prerequisite(s): MSCO 600.

MSCO 642. ADVANCED VISUAL BASIC PROGRAMMING (3). Addresses advanced topics in VB programming including Data Access Objects and forms, Advanced Active X controls, Client/Server development using DCOM, ODBC, creating Internet and Intranet applications, and VBScript for Web pages. A hands-on course requiring Microsoft Visual Basic. Prerequisite(s): MSCO 630 and MSCO 640.

MSCO 654. ENTERPRISE C++ PROGRAMMING (3). Introduces the student to distributed object model technologies such as DCOM and CORBA. A hands-on course with a team approach to programming requiring Microsoft's Visual C++. Requires each team member to write objects to communicate with the objects other team members create. Prerequisite(s): MSCO 650.

MSCO 690. WEB SERVICES (3). Focuses on integration technology based on the open standards of the Internet, HTTP, XML, WSDL, UDDI, and SOAP. Describes Web Services architecture, corresponding standards, and toolkits used to build and deploy services. Prerequisite(s): MSCO 630 and MSCO 640 or MSCO 650 or MSCO 670 or MSCO 680.

MSCIT – SOFTWARE ENGINEERING (MSCS)

MSCS 600. OBJECT-ORIENTED SOFTWARE ENGINEERING (3). Introduces basic object-oriented concepts, and the object-oriented software development process. Incorporates the best of current development processes, such as the Capability Maturity Model (CMM), the Unified Software Development Process, Patterns, and Team Management. Prerequisite(s): MSCC 610 and MSCC 630.

MSCS 610. SOFTWARE REQUIREMENTS AND PROCESSES (3). Examines acquisition, analysis, specification, validation, and management of software requirements. Explores formal software processes, including the definition, implementation, measurement, management, change, and improvement of the software engineering process. Prerequisite(s): MSCS 600.

MSCS 620. SOFTWARE CONSTRUCTION, TOOLS, METHODS (3). Explores the construction of working, meaningful software through a combination of coding, validation, and testing by a programmer. Examines software development environments and software development methods. Prerequisite(s): MSCS 600.

MSCS 630. SOFTWARE DESIGN (3). Describes architecture, components, interfaces, and other characteristics of modern software systems. Discusses design pattern concepts, software frameworks, and middleware technologies. Prerequisite(s): MSCS 600.

MSCS 640. SOFTWARE QUALITY AND TEST (3). Reviews the Software Quality Assurance (SQA) and Verification and Validation (V&V) processes. Addresses verification of the behavior of a program on a set of test cases selected from the execution domain. Prerequisite(s): MSCS 600.

MSCS 645. SOFTWARE CONFIGURATION MANAGEMENT, MAINTENANCE (3). Examines the identification of the configuration of systems for the purpose of controlling change. Addresses modification of software after delivery to correct faults, improve performance, or to adapt it to new environments. Prerequisite(s): MSCS 600.

MSCS 650. C++ PROGRAMMING (3). Introduces ANSI standard C++ in a command line programming environment. A hands-on course requiring a standard C++ compiler. Prerequisite(s): MSCS 600. NOTE: Does not require prior C programming knowledge.

MSCS 652. DATA STRUCTURES AND ALGORITHMS USING C++ (3). Advanced programming techniques using C++. Focuses on reuse, database connections, multi-file programs, templates, container and collection classes, and exceptions. Introduces concepts related to data structures and algorithms. Prerequisite(s): MSCS 650.

MSCS 670. JAVA PROGRAMMING (3). Introduces object-oriented programming concepts using Java. Topics include the Java environment, classes and objects, inheritance, interfaces, exceptions, file I/O, and event-driven graphical user interface programming using AWT and Swing. Requires students to develop several programs. Prerequisite(s): MSCS 600.

MSCS 672. ADVANCED JAVA PROGRAMMING (3). Includes topics such as Java networking, Java Database Connectivity (JDBC), threads, RMI, and advanced user interface programming using Swing. Requires students to develop several programs in the Java programming language. Prerequisite(s): MSCS 670.

MSCS 674. ENTERPRISE JAVA PROGRAMMING (3). Continues programming using Java programming language. Topics include Enterprise Java Architecture, Java2 Platform and Java2 Enterprise Edition Technologies. Emphasizes JSP and Servlets, to interact with browser based clients and building an enterprise solution using these components. Other topics discussed include Session tracking, Custom Tag libraries, JSP/Servlet/JDBC integration and introduction to EJB's. Requires students to design and code several programs. Prerequisite(s): MSCS 672.

MSCS 676. ADVANCED ENTERPRISE JAVA PROGRAMMING (3). Continues programming using Java programming language. Topics include Enterprise Java Architecture, Java2 Platform and Java2 Enterprise Edition Technologies including Enterprise JavaBeans. Other topics discussed include enterprise messaging using JMS, Bean-managed and Container-managed transactions and J2EE security. Prerequisite(s): MSCS 674.

MSCS 680. C# PROGRAMMING (3). Introduces the C# programming language. Topics include developing C# programs in the Microsoft Visual Studio.Net development environment, C# data types and syntax, error handling, and object-oriented programming. Requires the student to develop several programs in C#. Prerequisite(s): MSCS 600.

MSCS 682. PROGRAMMING .NET WITH C# (3). Focuses on programming on the .Net Frameworks using C#. Topics include Windows Forms Development, project deployment, data access with ADO.Net and XML, Web programming using ASP.Net and Web Forms, OOP, Web Services, and SQL Server or other RDB. Prerequisite(s): MSCS 680.

MSCIT – SYSTEMS ENGINEERING (MSCT)

MSCT 600. NETWORK ESSENTIALS (3). Provides an overview of local area networks, telephony, web basics, wide area networking, etc. Introduces concepts central to network design, architectures, standards and protocols. Prerequisite(s): MSCC 610 and MSCC 630.

MSCT 609. UNIX CONCEPTS (3). Studies the fundamentals and basic concepts of the UNIX operating system. Utilizes the UNIX file system, shell programming, file and data manipulation and tools. Prerequisite(s): MSCC 610 and MSCC 630.

MSCT 620. ACCESS NETWORKS (3). Emphasizes the application of networking architectures for transport of enterprise data. Topics include network media, communications and protocols, architectures, operating systems, administration and support issues, distributed network environments and Inter-networking. Prerequisite(s): MSCN 600.

MSCT 660. SUPPORTING AND MANAGING MIDDLEWARE SYSTEMS (3). Emphasizes the need to understand applications running on a modern complex network. Focuses on support of web based applications and hosted solutions supported on a variety of web service platforms.

MSCT 662. STORAGE AREA NETWORKS (3). Examines storage attached network devices through enterprise level SAN systems. Studies managed data transition and explores storage design in business applications, cost, and systems administration.

MSCT 664. ROUTING AND SWITCHING (3). Provides an in depth understanding to networking students of how network protocols are routed and switched. Examines modern routing protocols and their benefits to IT organizations, as well as router configuration. Prerequisite(s): MSCT 662.

MSCT 670. INFORMATION ENTERPRISE ASSURANCE (3). Introduces the basic Information Assurance (IA) model; security of the database, the application and the system. Examines current security standards, best practices and auditing practices. Prerequisite(s): MSCN 600 or equivalent background.

MSCT 672. MANAGING A SECURE ENTERPRISE (3). Provides the knowledge of designing and managing a secure enterprise. Includes aspects of enterprise security, physical security, disaster-recovery planning, and business continuity planning. Prerequisite(s): MSCN 600 or equivalent background.

MSCT 674. PLANNING AND IMPLEMENTING ARCHITECTURE SECURITY (3). Explores security policy development, implementation and standards compliance and testing on corporate systems, application and data. Examines target architectures: telecommunications and wireless enterprise corporate data network. Prerequisite(s): MSCN 600 or equivalent background.

MSCT 676. SECURING AND PROTECTING: SYSTEMS, APPLICATIONS, DATA (3). Provides the knowledge of building and protecting enterprise infrastructure and proprietary data. Topics include risk analysis, security policies, intrusion detection, damage control and assessment. Prerequisite(s): MSCN 600 or equivalent background.

MSCT 680. ENTERPRISE STORAGE (3). Provides the necessary skills to plan, design, manage and support distributed storage systems and devices. Focuses on operating and managing a mixed platform, multi-vendor, interoperable enterprise. Prerequisite(s): MSCT 662.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

INTRODUCTION

The Master of Science in Management is an intensive, accelerated, integrated learning experience that provides preparation for effective leadership in a rapidly changing, global marketplace. The program is designed for individuals who wish to cultivate their leadership skills and make a profound difference (institutional change) within an organization.

The program focuses on the qualitative issues of leadership, enabling students to become lifelong learners through the understanding of the following:

- Creativity and critical thinking
- Cultural and strategic change
- Developing effective teams
- Ethics and cultural diversity
- Futuristic leadership
- Global economics
- Management and leadership processes
- Oral and written communication
- Organization development
- Project leadership and management
- Risk-taking and leadership
- Strategic leadership
- Team/project management
- Total quality management
- Human Resource Management

MSM PROGRAM OUTCOMES

The MSM Program challenges students to take responsibility for their personal learning experiences. Upon successful completion of the program learners will:

- Understand and practice socially responsible leadership as a collaborative process in a changing global environment.
- Synergize the power of people by orchestrating, promoting and utilizing diversity and teams.
- Focus on quality and customer satisfaction as strategic processes for continuous improvement.
- Appreciate lifelong learning and critical thinking as tools for managing the certainty of change.
- Communicate succinctly and effectively.

- Lead the challenges in the evolving contemporary workplace.

MSM PROFESSIONAL LEADERSHIP PROJECT CONTRACT

The Professional Leadership Project Contract (PPC) is a planning document used for completion of the Professional Leadership Paper/Presentation. Its purpose is to establish a frame of reference and time line for the successful completion of MSM 693—Contemporary Leadership Research and MSM 698—Contemporary Leadership Project or MSM 696—Applied Action Research and MSM 697—Action Research Project. The PPC is signed by the student, a representative of the organization (for MSM 696 only) and the MSM Project Mentor. Students should refer to the guidelines outlined in the MSM 697—Action Research Project module for additional instructions.

Professional Leadership Action Research Project

The MSM Professional Leadership Action Research Project is an opportunity for a student to identify and develop a change plan within an organization, and is the basis for the Professional Leadership Paper/Presentation. The organization selected should be one in which the student is a stakeholder. It may be an employer, a civic group or any other organization that a student knows well and in which a change is perceived to be of potential value. The Project consists of four (4) distinct areas:

- Research: Action research, in which a researcher (student) interacts with the organization to gather information, is combined with literature and industry research to analyze and diagnose an identified problem and develop potential solutions.
- Action Plan: Using information gathered in research, a student collaboratively plans and critically analyzes a course of action.
- Paper: A student documents the Leadership Project in a paper. The paper is presented in a research format and includes the content of the project, the process used and a reflection on the experience.
- Presentation: As a capstone to the MSM program, a student presents to faculty, a representative from the organization (from MSM 696 only) and peers, both content and process of the Leadership Project.

Contemporary Leadership Research Project

The Contemporary Leadership Project provides an alternative for learners who are unable to conduct an action research project within an organization. The learner will write four papers:

- An action research proposal
- One research paper that addresses an issue in leadership
- Two research papers that address issues in the learner's area of emphasis.

As a capstone to the MSM program, learners will present to faculty and peers the content of the research.

ADMISSION

MSM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have three (3) years of management-related experience before admission to the MSM degree.

The SPS Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Two completed admission essays.
- Two letters of recommendation.
- Current resume.

Once all documentation has been received, an Admissions Committee reviews the application and makes an admission recommendation.

Writing Skills

Since writing skills and critical thinking skills are central to the successful completion of the MSM degree, applicants may be required to complete a writing or critical thinking course with a grade of "B" or better prior to taking courses in the program.

MSM PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$390
Online Tuition	\$465
Application Fee (non-refundable)	\$75

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

Attendance

Students are expected to attend every MSM class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSM courses, absence from a single class meeting can result in students missing a substantial portion of course content as well as class participation. If students must miss the first class meeting, registration is allowed only with prior approval from the instructor.

Students who miss the first class meeting without prior approval may be dropped from the course. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up and assignment of grades affected by student absence are at the discretion of the instructor.

Course Sequencing

The first three (3) courses (MSM 601, MSM 611 and MSM 621) must be taken one at a time, in any order, and prior to MSM 631 through MSM 691.

The five (5) core courses (MSM 601, MSM 611, MSM 621, MSM 631 and MSM 661) are taken by all students.

Any time after completing MSM 621—Organizational Change, students select an Action Research Project (MSM 696) or a topic for Contemporary Leadership Research (MSM 693). Students register for the appropriate course, which initiates the capstone project. During the course students prepare the Professional Project Contract (PPC), with their Project Mentor.

Students document the culmination of the action research project in a paper with a minimum length of twenty (20) pages. The Contemporary Leadership research document minimum length is 100 pages. When the student has completed all of their MSM coursework, the student enrolls in MSM 697—Action Research Project or MSM 698—Contemporary Leadership Project. The student will work with the MSM 697/MSM 698 facilitator to complete their final paper. At the end of the course, the student will formally present the action research project to their Project Mentor, their MSM 697/MSM 698 facilitator, the MSM Degree Chair, a representative from the organization in which the project was completed and other MSM students.

Course Availability

The University does not guarantee that courses will be offered at the same campus location or on the same evening as offered for a previous academic period. Courses MSM 631 through MSM 691 are subject to cancellation if the minimum student registration for that course is not met.

Course Overload

Students may take three (3) courses in any semester (there are two academic periods per semester) as long as all prerequisites are met. To take four (4) or more courses during any semester (considered an overload) require prior approval of the Degree Chair. Students may not take more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload.

RUECKERT-HARTMAN SCHOOL FOR HEALTH PROFESSIONS COURSES

Students in the MSM program have the option of taking select courses from the Regis University Rueckert-Hartman School for Health Professions. Contact the Degree Chair to discuss how and if the selected class or classes fulfill degree requirements.

Transfer Credit

Acceptance of transfer course work is based on a course content review. A maximum of six (6) semester hours may be transferred.

Degree Plan

Students must complete all MSM degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

MSM DEGREE REQUIREMENTS

The Master of Science in Management degree requires successful completion of a total of thirty-six (36) semester hours of graduate course work (600 level). The degree can be completed in twenty-four (24) months, taking one (1) course each academic period.

Students must meet the following degree requirements:

- Successful completion of required MSM 600-level courses.
- The first three (3) courses (MSM 601, MSM 611 and MSM 621) must be taken prior to MSM 631 through MSM 691. MSM 697—Action Research Project or MSM 698—Contemporary Leadership Project, is generally the last course taken.
- Maintenance of a cumulative grade point average of 3.000 or better in graduate-level MSM course.
- Ability to show practical application of leadership and change concepts through the completion of the MSM Professional Leadership Project or Contemporary Leadership Project.
- Successful completion and presentation of the MSM Professional Leadership Project at the culmination of the program.

Total Degree Requirements 36 SH

Core Requirements 15 SH

MSM 601—Leadership: A Personal Context	3 SH
MSM 611—Organizational Leadership and Ethics	3 SH
MSM 621—Organizational Change	3 SH
MSM 631—Strategic Management and Financial Reports Analysis	3 SH

MSM 661—Leading in Changing Economies 3 SH

Capstone Project 6 SH

MSM 696—Applied Action Research 3 SH

and

MSM 697—Action Research Project 3 SH

or

MSM 693—Contemporary Leadership Research 3 SH

and

MSM 698—Contemporary Leadership Project 3 SH

Specialization Requirements 15 SH

Student selects one (1) of the following four (4) specializations:

Computer Information Technology 15 SH

MSCS 610—Software Requirements and Processes 3 SH

MSCD 600—Database Architecture 3 SH

MSCT 600—Network Essentials 3 SH

MSM 657—Leading Projects in Contemporary Organizations 3 SH

MSM 672—Information technology and E-Business* 3 SH

* Prerequisite for all other courses in the specialization.

Human Resource Management 15 SH

MSM 635—Strategic Human Resource Management 3 SH

MSM 636—Employment Law and Compliance 3 SH

MSM 637—Strategies in Compensation and Benefits 3 SH

MSM 638—Attracting and Retaining Workforce Talent 3 SH

MSM 639—Employee Relations and Performance Management 3 SH

Organizational Leadership 15 SH

Fifteen (15) semester hours selected from the following:

MSM 635—Strategic Issues in Human Resource Management 3 SH

MSM 641—Leading Effective Teams 3 SH

MSM 651—Delivering Business Process Improvement 3 SH

MSM 657—Leading Projects in Contemporary Organizations 3 SH

MSM 671—Leadership for the Future 3 SH

MSM 672—Information technology and E-Business 3 SH

MSM 681—Leading in the International Organization 3 SH

MSM 691—Managing Diversity 3 SH

Project Leadership and Management 15 SH

MSM 641—Leading Effective Teams 3 SH

MSM 651—Delivering Business Process Improvement 3 SH

MSM 657—Leading Projects in Contemporary Organizations 3 SH

MSM 658—Management of Project Performance 3 SH

MSM 659—Project Monitoring and Delivery 3 SH

Double Emphasis

Students may acquire a double emphasis by completing additional emphasis specific courses as specified by the MSM Degree Plan.

Federal Leadership and Management

The specialization in Federal Leadership and Management is limited to students who are federal employees who have completed the *Management Concepts* program.

CERTIFICATE IN MANAGEMENT

A candidate for one of the academic certificate programs must apply and be accepted into the Master of Science in Management (MSM) degree program.

Regis Graduate Certificates are designed for adults who wish to seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificates represent a selection of college courses from the MSM program which are offered for academic credit. These courses could eventually be included in a Regis SPS graduate student's degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Project Management), but are not interested in completing a second Bachelor's or Master's degree; and (2) individuals who hold an undergraduate degree, but are not sure initially if they want to enroll in a degree seeking program.

Specific parameters for MSM Graduate Certificates include:

- A minimum of fifteen (15) semester hours of credit.
- The courses offered within a given Certificate will represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.

The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

Certificate Admission

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a bachelor's degree awarded from a regionally accredited college or university.
- Three (3) years on management related experience (managing either people or projects, a management title is not required).
- Two (2) completed admission essays.
- Two (2) letters of recommendation.
- A current resume.

Transfer Credit

Graduate transfer credit is not accepted into the certificate program. All required semester hours must be earned through Regis University.

MSM Certificate Requirements

An academic certificate requires that student's meet the following requirements in addition to the fifteen-eighteen (15-18) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).

The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Total Certificate Requirements 15-18 SH

Executive International Management 15 SH

This certificate is designed to explore leadership and organizational changes associated with the international marketplace. The impact of diverse cultures on organizations and culturally appropriate strategies for success are explored.

MSM 601—Leadership: A Personal Context	3 SH
MSM 661—Leading in Changing Economies	3 SH
MSM 672—Information technology and E-Business	3 SH
MSM 681—Leading in the International Organization	3 SH
MSM 691—Managing Diversity	3 SH

Executive Leadership 15 SH

This certificate is designed for students who choose to build a philosophy and skills for becoming effective leaders. It focuses on contemporary leadership theories, ethical leadership and future leadership roles.

MSM 601—Leadership: A Personal Context	3 SH
MSM 611—Organizational Leadership and Ethics	3 SH
MSM 621—Organizational Change	3 SH
MSM 671—Leadership for the Future	3 SH
MSM 691—Managing Diversity	3 SH

Executive Project Management

18 SH

The Executive Project Management Certificate is designed to meet the needs of students who require project management, leadership, and people management skills. This certificate is designed for adults who wish to enhance their work-related knowledge and skills and to advance themselves educationally.

MSM 601—Leadership: A Personal Context	3 SH
MSM 641—Leading Effective Teams	3 SH
MSM 651—Delivering Business Process Improvement	3 SH
MSM 657—Leading Projects in Contemporary Organizations	3 SH
MSM 658—Management of Project Performance	3 SH
MSM 659—Project Monitoring and Delivery	3 SH

Strategic Business Management

15 SH

This certificate is designed for students to develop skills in strategic management with a focus on developing leadership skills in managing project teams, process improvement plans and achieving customer satisfaction.

MSM 601—Leadership: A Personal Context	3 SH
MSM 631—Strategic Management and Financial Reports Analysis	3 SH
MSM 641—Leading Effective Teams	3 SH
MSM 651—Delivering Business Process Improvement	3 SH
MSM 672—Information Technology and E-Business	3 SH

Strategic Human Resource Integration

18 SH

This certificate is designed for students to examine strategies for transforming organizational culture, architecture and leadership and to review the impact of the human resource functions on the total organization.

MSM 601—Leadership: A Personal Context	3 SH
MSM 635—Strategic Human Resource Management	3 SH
MSM 636—Employment Law and Compliance	3 SH
MSM 637—Strategies in Compensation and Benefits	3 SH
MSM 638—Attracting and Retaining Workforce Talent	3 SH
MSM 639—Employee Relations and Performance Management	3 SH

MASTER OF SCIENCE IN MANAGEMENT COURSE DESCRIPTIONS (MSM)

MSM 500. FUNDAMENTAL SKILLS FOR LEADERSHIP (3). Designed to hone skills necessary for graduate work in the Master of Science in Management program. Focuses on oral and written communication, critical thinking, APA format, basic research methodology and library research.

MSM 601. LEADERSHIP: A PERSONAL CONTEXT (3). Examines the relevance of human diversity within an organization building philosophies and skills to become effective leaders. Addresses personal development and diversity, individual change and basic change process theory. Introduces critical thinking, leadership theories and application, and paradigm shifts.

MSM 611. ORGANIZATIONAL LEADERSHIP AND ETHICS (3). Explores the history and development of management and leadership focusing on the impact of leadership on organizational culture. Analyzes leadership actions within an ethical framework and present-day ethical challenges for the leader and the organization. Students research and report on leadership philosophies, ethical dilemmas and organizational culture.

MSM 621. ORGANIZATIONAL CHANGE (3). Introduces the field of organizational development (OD). Examines the history, foundations, and supporting theories. Investigates Action Research and the role of the change agent. Organizational change concepts prepare the student to lead in an environment of discontinuous change. Develops strategies for transforming organizational culture, architecture and leadership.

MSM 631. STRATEGIC MANAGEMENT AND FINANCIAL REPORTS ANALYSIS (3). Identifies strategic management areas for organizations and evaluates these in terms of changing environments. Develops skills in strategic planning, alignment of mission, vision, strategies, goals and objectives. Evaluates financial statements as part of a competitive analysis. Examines these processes in terms of future opportunities and the realities of strategic management. Prerequisite(s): MSM 601, MSM 611, and MSM 621.

MSM 635. STRATEGIC HUMAN RESOURCE MANAGEMENT (3). Identifies critical role of human resources in strategically planning and managing the workforce needs of the organization in the global environment. Focuses on the function of human resources becoming a strategic business partner by working with senior management to plan and manage human capital to meet business requirements. Topics include human resources as a strategic business partner; implementation of HRM functions in staffing, training, motivating, and maintenance; legal and ethical issues; and alignment of workforce needs to business goals. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 636. EMPLOYMENT LAW AND COMPLIANCE (3). Identifies the federal and state laws and regulations that affect the employment relationship. Focuses on developing programs that help the organization meet its workforce needs in support of business requirements, while preventing lawsuits from employees and federal agencies. Topics include Title VI and VII of the Civil Rights Act of 1965, Equal Employment Opportunity, Affirmative Action, Americans with Disabilities Act, and other federal laws and regulations. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 637. STRATEGIES IN COMPENSATION AND BENEFITS (3). Identifies a framework for implementing compensation and benefits systems to attract and retain a high performance workforce in a global environment. Focuses on the role of human resources in managing competitive rewards and pay plans. Topics include compensation administration, job evaluation and pay structures, base and incentive pay, increases and bonuses, executive compensation, and employment benefits plans including required, voluntary, and retirement options. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 638. ATTRACTING AND RETAINING WORKFORCE TALENT (3). Identifies a framework for acquiring and maintaining diverse and talented employees in alignment with business requirements of the organization. Focuses on the recruitment, selection, and development systems that are part of the human resources function. Topics include recruitment, selection, and orienting new employees; training and development; and workforce diversity. Prerequisite(s): MSM 601, MSM 611, and MSM 621.

MSM 639. EMPLOYEE RELATIONS AND PERFORMANCE MANAGEMENT (3). Identifies processes used to maintain effective relationships between employees and management, as well as to manage the performance of employees to meet the requirements of the organization. Focuses on role of human resources in the mediation and negotiation of labor relations and settlement of employee disputes and grievances, and evaluation and feedback to help employees achieve higher levels of performance. Topics include collective bargaining, negotiations, alternative dispute resolution, and performance evaluation. Prerequisite(s): MSM 601, MSM 611, and MSM 621.

MSM 641. LEADING EFFECTIVE TEAMS (3). Explores the definition and theories of developing effective teams. Utilizes a variety of tools for facilitating team growth, (i.e., process tools for decision making, planning, problem solving, virtual teams, etc.) Experiences various team development stages to assist in discovering strategies to

manage conflict, promote collaboration and develop self-managed teams. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 651. DELIVERING BUSINESS PROCESS IMPROVEMENT (3). Explores what business process improvement and value leadership are, how to deliver ever-improving value to customers, how to improve process performance, and how to prepare for the changes occurring in today's global marketplace. Develops Business Process Improvement Plans to enhance the ability to identify, plan, evaluate and achieve business process improvements that anticipate, meet, and possibly exceed customers' expectations. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 657. LEADING PROJECTS IN CONTEMPORARY ORGANIZATIONS (3). Explores project management from a strategic management perspective, focusing on development of leadership skills in the management of project teams. Examines the roles of the manager and management team; project selection, organization, and planning process; communications and negotiations; and the tactical and strategic implications in a project environment. Reviews management of business/computer information technology projects including development approaches, technical aspects of project estimation, and manual and automated project management tools. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 658. MANAGEMENT OF PROJECT PERFORMANCE (3). Examines aspects of project risk, cost and schedule management. Identifies the management processes required to ensure the project is completed within budget and on schedule. Provides knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project; analyze risks and opportunities within projects, identify methods for reducing and mitigating risks, manage project performance, including quality, human resources, communications and procurement. Prerequisite(s): MSM 601, MSM 611, MSM 621 and MSM 657.

MSM 659. PROJECT MONITORING AND DELIVERY (3). Examines various interrelated functions impacting project deliveries and how functions contribute to the strategic success of the enterprise. Provides the advanced knowledge required to develop, analyze and change a project plan, determine risk and allocate the necessary resources to effectively manage and complete a project in a simulated environment. Prerequisite(s): MSM 601, MSM 611, MSM 621, MSM 657, and MSM 658.

MSM 661. LEADING IN CHANGING ECONOMIES (3). Introduces basic microeconomic and macroeconomic concepts, and explores how economic events affect organizations. Focuses on the global economy and the role of business. Examines economic forces for effects on public policy. Students prepare an economic plan for a nation in its regional context, as well as an analysis of a macroeconomic/fiscal policy problem facing the United States. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 671. LEADERSHIP FOR THE FUTURE (3). Prepares students for the leadership challenges of generating, initiating, sustaining, redesigning, and rethinking future change initiatives. Examines systems thinking, trend identification and analysis, scenario building, and managing chaos and complexity. Develops scenarios to expand ability to scan the horizon, think strategically beyond the known, and predict the impact of choices. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 672. INFORMATION TECHNOLOGY AND E-BUSINESS (3). Explores the technical challenges of computer information systems and their future prospects, concepts and elements of hardware platforms, integration of hardware and software, computer networking, object-oriented design, and client/server environments. Examines human-computer interaction and the application of systems analysis techniques. Focuses on leadership, governance, competencies, and technology in the e-enterprise, along with preparing an organization for e-business initiatives. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 681. LEADING IN THE INTERNATIONAL ORGANIZATION (3). Explores leadership and organizational changes associated with the shift from a domestic to an international marketplace. The risks and opportunities in this vastly expanded operating sphere create new paradigms of business practices, organizational values, and leadership practices. Investigates and formulates business plans and culturally appropriate strategies and analytical competencies for success. Introduces the student to the ever-changing marketplace in the international arena. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 691. MANAGING DIVERSITY (3). Develops an understanding and appreciation of the diverse cultures that contribute to organizations and communities. Explores the impact of cultural diversity on personal effectiveness from both a leadership and management perspective. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 693. CONTEMPORARY LEADERSHIP RESEARCH (3). Addresses areas pertinent to leadership, action research, and area of emphasis. Student designs appropriate comprehensive questions and writes an action research proposal. Prerequisite(s): MSM 601, MSM 611 and MSM 621. Pass/No Pass grading only.

MSM 694. PROFESSIONAL LEADERSHIP PROJECT (3). Forms the capstone experience to the MSM Program. Students document in a professional paper the action research project or contemporary leadership research project and formally present the action research to a faculty committee for evaluation and feedback. Prerequisite(s): MSM 601, MSM 611, MSM 621, MSM 690, MSM 692 or MSM 693.

MSM 696. APPLIED ACTION RESEARCH (3). Initiates applied action research project. Involves the study and application of behavioral science based action research methods and the design of a leadership project. Completes an approved written proposal for an action project within an organization. Prerequisite(s): MSM 601, MSM 611, and MSM 621. Pass/No Pass grading only.

MSM 697. ACTION RESEARCH PROJECT (3). The second and final course for the applied action research capstone project required to complete the MSM program. Involves completing the capstone project paper, and developing and giving an oral presentation of the project. Prerequisite(s): MSM 601, MSM 611, MSM 621 and MSM 696.

MSM 698. CONTEMPORARY LEADERSHIP PROJECT (3). Forms the Capstone experience to Contemporary Leadership Research. Students document in a professional paper the contemporary leadership research project and formally present the research to a faculty committee for evaluation and feedback. Prerequisite(s): MSM 601, MSM 611, MSM 621 AND MSM 693.

MASTER OF SCIENCE IN SOFTWARE AND INFORMATION SYSTEMS (MSSIS)

The thirty-six (36) semester hour online, twelve (12) course program is offered jointly by Regis University and the National University of Ireland, Galway. The program also includes specialized knowledge of specific Information Technology (IT) topics and provides students with the opportunity to develop advanced research and/or development skills. Graduates with this degree are likely to enter research and development careers within the software industry or in a broad range of other sectors. The academic content is provided equally by both institutions and draws on the strengths and expertise of both institutions within the Information and Communication Technology (ICT) area.

The eight-week long modules will be delivered via a variety of synchronous and asynchronous online technologies, as well as affording the opportunity for face-to-face sessions by teaching staff. Laboratory sessions will use thin-client technology and Software Virtual Lab support will be provided by Regis University using the Academic Research Network (ARNe) system and the Regis Graduate Virtual Lab. Regis University will host the web support system using WebCT.

The degree has been accepted as a member of the Oracle Academic Initiative. During the program, students will have the opportunity to specialize Oracle Certified Professional skills.

ADMISSION

MSSIS Admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university.

The Graduate Admissions Office must receive the following documentation from applicants:

- Completed Application form
- \$75 non-refundable application fee
- Degree-bearing transcript (official transcript sent within one month of application.)
- Current resume
- Additional documentation will be required of non-Irish, non-UK, non-US applicants

Once all required documentation has been received, an Admissions Committee reviews the application and the applicant's documentation and makes an admission recommendation.

MSSIS PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Tuition (per semester hour)	\$495 US
Application Fee (non-refundable)	\$75 US

The tuition charges are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

Transfer or Crossover Credit

Transfer or crossover credit is not available for students in this degree program.

Course Sequencing

The MSSIS Degree is a tracked program which requires students to complete courses in the sequence stipulated on the Degree Plan.

Degree Plan

Students must complete all MSSIS degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, student are permitted to benefit from any policy changes that were implemented since the Degree Plan signing. If the Degree Plan expires before that student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

DEGREE REQUIREMENTS

Total Degree Requirements 36 SH

Core Modules 24 SH

MCT 610—Software Engineering	3 SH
MCT 611—Computer Architecture and Operating Systems	3 SH
MCT 612—Application Programming	3 SH
MCT 613—Database Architecture	3 SH
MCT 614—Database Concepts	3 SH
MCT 615—Oracle Database Administration	3 SH
MCT 616—Oracle 9iAS Portal Server	3 SH
MCT 617—Enterprise Portal Design and Development Using XML	3 SH

Elective Modules 6 SH

Six (6) semester hours selected from the following (Core Modules must be completed first):

MCT 618—Object-Oriented Design	3 SH
MCT 619—Object-Oriented Programming	3 SH
MCT 620—Distributed Systems Introduction	3 SH
MCT 621—Artificial Intelligence	3 SH
MCT 623—Graphics Programming	3 SH

Capstone Module 6 SH

Select one (1) of the following options:

MCT 624A—Software Development Project and Thesis I and	3 SH
MCT 624B—Software Development Project and Thesis II or	3 SH
MCT 625A—Research Project and Thesis I and	3 SH
MCT 625B—Research Project and Thesis II	3 SH

CERTIFICATE IN SOFTWARE AND INFORMATION SYSTEMS

SIS CERTIFICATE REQUIREMENTS

MCT 610—Software Engineering	3 SH
MCT 611—Computer Architecture and Operating Systems	3 SH
MCT 612—Application Programming	3 SH
MCT 613—Database Architecture	3 SH
MCT 614—Database Concepts	3 SH
MCT 615—Oracle Database Administration	3 SH

MCT 616—Oracle 9iAS Portal Server	3 SH
MCT 617—Enterprise Portal Design and Development Using XML	3 SH

Six (6) semester hours selected from the following:

MCT 618—Object-Oriented Design	3 SH
MCT 619—Object-Oriented Programming	3 SH
MCT 620—Distributed Systems Introduction	3 SH
MCT 621—Artificial Intelligence	3 SH
MCT 623—Graphics Programming	3 SH

MASTER OF SCIENCE IN SOFTWARE AND INFORMATION SYSTEMS COURSE DESCRIPTIONS (MCT)

MCT 610. SOFTWARE ENGINEERING (3). Systems development cycle: prototyping, and evolutionary engineering approaches; functional decomposition and object-oriented paradigms. Modeling techniques: process, data, time behavior; process design: specification, modularity; data design: normalization, and database design. Software quality: testing, assurance, and configuration management. Prerequisite(s): MCT 613.

MCT 611. COMPUTER ARCHITECTURE AND OPERATING SYSTEMS (3). Systems Architecture; memory systems; storage; virtual/cache memory; interrupts; concurrency and pipelining; scheduling; and synchronization; file systems and management; distributed operating systems and parallel processing; LINUX and Windows NT. Prerequisite(s): MCT 612.

MCT 612. APPLICATION PROGRAMMING (3). Problem solving, variables, selection, modules, and repetition. Arrays, sorting, searching and string manipulation. Data structures and file handling. Advanced topics in recursion, dynamic memory management, allocation, operating system calls, inter process communication, advanced file handling, and indexes. Prerequisite(s): Acceptance into the MSSIS Program required.

MCT 613. DATABASE ARCHITECTURE (3). Provides an introduction to the internal structures and architectures of database management systems. Focuses on the Oracle9i ORDBMS architecture and associated processes and physical files. Covers general concepts such as design, deployment, and operation. Prerequisite(s): MCT 611.

MCT 614. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL3 in-depth. Utilizes Oracle9i ORDBMS and Oracle command line interface, SQL*Plus for all lab work. Provides hands-on experience with an enterprise class, object-relational database management system. Prerequisite(s): MCT 610.

MCT 615. ORACLE DATABASE ADMINISTRATION (3). Examines key tasks and functions required of a database administrator in a production environment. Students create, start up, and manage a database. In addition, students implement data security and integrity measures and grant access privileges to individual database users. Prerequisite(s): MCT 614.

MCT 616. ORACLE 9IAS PORTAL SERVER (3). Examine middleware implementation of portals on Oracle's advanced 9iAS platform. Focuses on design, development and administration of web based enterprise portal technology. Explores B2B applications, case studies, and Internet based access to the portal development tool. Prerequisite(s): MCT 615.

MCT 617. ENTERPRISE PORTAL DESIGN AND DEVELOPMENT USING XML (3).

Explores enterprise portal design, beginning with strategic planning, data modeling, Zachman Framework concepts, and various logical concepts leading in to enterprise portal development. Examines portals using XML technology. Prerequisite(s): MCT 616.

MCT 618. OBJECT-ORIENTED DESIGN (3). The object-oriented approach. Focuses on objects, inheritance, and encapsulation. Reviews object-oriented methodologies, Booch, Yourdon, Rumbaugh. Assessment of object-oriented implementation, including project definition, analysis, design, and implementation. Unified Modeling Language (UML). Prerequisite(s): MCT 617.

MCT 619. OBJECT-ORIENTED PROGRAMMING (3). Object-oriented programming using a modern language such as Java. Classification, inheritance, encapsulation, and polymorphism. Object-oriented data structures and algorithm implementation. Debugging, exception, and error handling. Persistent data storage, database handling. Prerequisite(s): MCT 617.

MCT 620. DISTRIBUTED SYSTEMS (3). Introduction to distributed models and operating systems, libraries and design, idempotent operations, distributed object technology, remote method invocation, atomicity, transactions, file systems, distributed services and security, secure sockets layer, service interfaces, active servers, servlet, CORBA, and interceptors. Prerequisite(s): MCT 617.

MCT 621. ARTIFICIAL INTELLIGENCE (3). Artificial Intelligence applications. Predicate calculus, search strategies, production systems, review of prolog and LISP, rule-based expert systems, knowledge representation, natural language, machine learning and advanced artificial intelligence techniques. Prerequisite(s): MCT 617.

MCT 622. REAL-TIME SYSTEMS (3). Real-time operating systems, multi-tasking, semaphores, mutexes and signals, message passing, communication, concurrency, real-time scheduling and system design, standards POSIX, operating systems QNX, developing, debugging, testing and verifying real-time systems. Prerequisite(s): MCT 617.

MCT 623. GRAPHICS PROGRAMMING (3). Two-dimensional raster and vector graphics, 3-dimensional graphics, transformations, perspective, hidden surface removal, rendering, shading, lighting and texture mapping, extrusion, animation and real-time interactivity. Prerequisite(s): MCT 617.

MCT 624A. SOFTWARE DEVELOPMENT PROJECT AND THESIS I (3). Student will develop a software and information systems project and work under an approved faculty member attached to the Regis faculty or the Information Technology department. Prerequisite(s): Completion of First Year Modules and Permission of Advisor required.

MCT 624B. SOFTWARE DEVELOPMENT PROJECT AND THESIS II (3). A continuation of MCT 624A. Prerequisite(s): MCT 624A.

MCT 625A. RESEARCH PROJECT AND THESIS I (3). Student will develop a research topic and work under an approved research director attached to the Information Technology department. Prerequisite(s): Completion of First Year Modules and permission of Advisor required.

MCT 625B. RESEARCH PROJECT AND THESIS II (3). A continuation of MCT 625A. Prerequisite(s): MCT 625A.

TEACHER EDUCATION

The School for Professional Studies offers the following options through the Teacher Education Program:

- Undergraduate Degree
- Graduate Degree
- Colorado Teacher Licensure
- Wyoming Teacher Licensure
- Nevada Teacher Licensure
- Additional Endorsements
- Relicensure/Recertification course work
- Academic Certificate in Educational Technology

Students who do not currently have a baccalaureate degree may complete the courses required for licensure/certification as part of their degree program. Student who have completed a baccalaureate degree may take additional courses required for licensure/certification. It is also possible for students who currently have a baccalaureate degree to combine the specific education courses with a Master's degree in Education (M.Ed.).

Those who are currently certified or licensed may take additional course work for relicensure/recertification or to add additional endorsements. Individuals who are certified in another state may also complete course work required for licensure in Colorado or Nevada and/or certification in Wyoming. The State Department of Education should be contacted prior to enrolling in courses for relicensure/recertification or licensure/certification for those transferring from another state.

INITIAL LICENSURE AND SECONDARY ENDORSEMENTS

The following licensure/certification options are available at the Undergraduate and Graduate levels:

- Early Childhood Education
- Elementary Education
- Secondary Education:
- Business
- Drama
- English Language Arts
- Foreign Language (French, German or Spanish)
- Mathematics
- Science
- Social Studies
- Speech
- K-12 Art or Music
- Special Education Generalist

The following endorsement options are available at the Graduate level only:

- Early Childhood Special Education
- Language Diverse Education
- Reading Teacher

LEARNING FORMAT

Course work in the Teacher Education program is completed through the guided independent study (GIS) format, accelerated classroom-based format, online instruction and facilitated learning groups.

TEACHER EDUCATION PROGRAM CHARGES FOR THE 2005 - 2006 ACADEMIC YEAR

Undergraduate

Tuition, Classroom-based (per semester hour)	\$295
Tuition, Guided Independent Study (per semester hour)	\$310
Tuition, Online	\$360
Application Fee (non-refundable)	\$75

Graduate

Tuition, Master of Education (per semester hour)	\$370
Tuition, Online	\$385
Application Fee (non-refundable)	\$75

ADMISSION

Undergraduate

The Admission Committee considers every candidate's qualifications for admission to the Teacher Education Program. Students may be accepted for Colorado/Nevada teacher licensure or Wyoming teacher certification.

For undergraduate admission requirements, students should refer to the Undergraduate Admission information in the School for Professional Studies section of this *Bulletin*. Additionally, Teacher Education applicants must meet the following admission requirements:

- Completed Teacher Education Application for Admission.
- Non-refundable \$75 application fee (waived if previously paid to Regis).
- Minimum GPA of 2.500 from all previously attended colleges/universities.
- Official Transcripts from all previously attended colleges/universities.
- Three (3) years work experience preferred.
- Two (2) recommendation forms: One (1) confidential recommendation form; One (1) teacher observation form.
- Review and clearance from any felony/misdemeanor offense.
- Undergraduate students must have the following items on file prior to enrolling in Teacher Education courses (not applicable to Las Vegas, Nevada students):
- Oath and Consent Form
- Fingerprint Card*
- Praxis I**

* Students can be fingerprinted at the local police or sheriff's department (call for hours of operation and fees). Enclose the fin-

gerprint card with the application packet, along with a check for \$39.50 made out to the Colo. Dept. of Education, and mail to Regis University.

** Las Vegas, Nevada students only.

Some regulations concerning licensing or certification are mandated by the Colorado, Nevada, and Wyoming Departments of Education. Regis University changes its requirements as necessary to meet state regulations.

Graduate

When all admission materials have been received, graduate faculty review each application for admission to the Master of Education (M.Ed.) degree program. Applicants are asked to pay strict attention to the application deadline for the academic term in which they wish to start. Applicants may apply for the M.Ed. Degree program with Colorado/Nevada teacher licensure or Wyoming teacher certification, or they may apply for the M.Ed. Program without licensure/certification. The following admission requirements must be met before the applicant's file will be reviewed by faculty:

- Completed Teacher Education Application for Admission.
- Non-refundable \$75 Application Fee
- Degree-bearing transcripts.
- Transcripts reflecting all prior course work.
- Two to three (2-3) Admission essays.
- A current resume.
- Confidential Forms:
 - M.Ed. with Licensure: One (1) Confidential Recommendation Form and one (1) Teacher Observation Form documenting students experience (prior to applying) in working with children of the appropriate age.
 - M.Ed. without Licensure: Two (2) Confidential Recommendation Forms.
- Teacher Licensure only (not applicable to Las Vegas, Nevada students):
- Oath and Consent Form.
- Fingerprint Card*
- Review and clearance from any felony/misdemeanor offense.
- Minimum 2.500 GPA from all previously attended colleges or universities.
- Praxis I**

* Students can be fingerprinted at the local police or sheriff's department (call for hours of operation and fees). Enclose the fingerprint card with the application packet, along with a check for \$39.50 made out to the Colo. Dept. of Education, and mail to Regis University.

** Las Vegas, Nevada students only.

NOTE: The State of Colorado requires that all candidates for teacher licensure pass a state designated content area exam prior to student teaching.

ACADEMIC INFORMATION

Types of Credit Accepted

Prior Learning Assessment (PLA)

Teacher licensure students may be able to utilize the PLA assessment process to evaluate prior learning at the undergraduate level. Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association established for the purpose of fostering valid and reliable assessment of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. No PLA credit is assessed at the graduate level.

Credit by Exam

Teacher licensure students may be able to use DANTES and CLEP examinations to document credit for undergraduate level course required for teacher licensure.

Eligibility/Recommendation for Licensure/Certification

After admission to the Teacher Education Program, students must successfully proceed through the program and meet all requirements for the state licensure/certification, including:

- Completion of 200 hours classroom work with students in the appropriate age group to be accomplished after admission to the Regis Teacher Education program and prior to student teaching. At Regis, this takes place throughout the Teacher Education Foundational and Professional Sequence.
- A minimum grade of "B-" for all teacher education courses.
- Successful completion of student teaching and other field work requirements to total at least 800 hours.
- Continued evidence of effective communication skills, teacher competencies, characteristics, and professional dispositions.
- Successful completion of baccalaureate requirements.
- A minimum cumulative grade point average of 2.500.
- Successful completion of all standardized assessment as required by Colorado, Nevada or Wyoming Department of Education.
- Successful completion of all required courses in the teacher education sequence, liberal arts and academic endorsement areas.
- Successful completion of Professional Teaching Portfolio, Colorado or Wyoming work sample content teaching field, and Standard Element Tracking Record (for Colorado students only).

When students successfully complete these requirements, the Faculty Advisory Committee recommends students for state licensure/certification. This Committee reserves the right to withhold recommendation on the basis of deficiencies in any of the characteristics or professional dispositioning needed to become a successful teacher. Licensure/certification is granted by the applicable state. For Nevada requirements, contact a Teacher Education Advisor in Las Vegas.

Regis University provides assistance, but bears no responsibility, for student deficiencies or failure in complying with external regulation, rules or laws. It is the responsibility of students to apply for licensure through the Colorado Department of Education, certification through the Wyoming Professional Teacher Standards Board, or licensure through the Nevada Department of Education. Completion of the requirements for licensure/certification is noted on the Regis University Academic Transcript.

Students recommended for licensure must apply to the appropriate state agency within six (6) months of receiving the recommendation. Students who fail to apply during this time frame may find themselves ineligible for a later recommendation from Regis University. State accrediting institutions may not issue certificates or licenses to students who completed the program prior to the University's current accreditation.

LICENSURE/CERTIFICATION REQUIREMENTS

Licensure/Certification Requirements

Baccalaureate Degree plus Licensure (Min) 128 SH

School for Professional Studies Undergraduate Core 45 SH

Foundational/Advanced Requirements 42 SH

A minimum of forty-two (42) semester hours are required to complete a major and licensure/certification in an approved academic field.

Professional Teaching Sequence 48-54 SH

Forty-eight to fifty-four (48-54) semester hours are required, depending upon the type of licensure/certification. Student teaching usually consists of ten (10) of these credits.

Licensure Only:

Liberal Arts Credits 29 SH

Licensure/certification only (Early Childhood or Elementary) requires at least twenty-nine (29) liberal arts credits in specified areas.

Professional Teaching Sequence 48-54 SH

Specific courses to meet state requirements in the content area. Forty-eight to fifty-four (48-54) semester hours are required, depending upon the type of licensure/certification. Student teaching usually consists of ten (10) of these credits.

PROFESSIONAL TEACHING SEQUENCE

Early Childhood 51 SH

EDFD 401—Technology for Educators	3 SH
EDFD 402—The Craft of Writing for Educators*	3 SH
EDFD 405—Perspectives in Education*	3 SH
EDFD 420—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDFD 430—Lifespan Development	3 SH
EDFD 431—Educational Psychology	3 SH
EDFD 440—Literacy Development	3 SH

EDFD 441—Children's and Adolescent Literature	3 SH
EDFD 445—Mathematics for Educators	3 SH
EDEC 449—Influences in Early Childhood	3 SH
EDEC 450—Organization and Assessment of Learning: Early Childhood *	3 SH
EDEC 451—Early Childhood Methods: Primary *	3 SH
EDEC 452—Early Childhood Methods: Infant, Toddler, Preschool *	3 SH
EDEC 490—Student Teaching: Early Childhood *	10 SH
EDEC 497—Professionalism in Education *	2 SH

* Course must be completed through Regis University.

Elementary 51 SH

EDFD 401—Technology for Educators	3 SH
EDFD 402—The Craft of Writing for Educators	3 SH
EDFD 403—Cultural Competence in Education	3 SH
EDFD 405—Perspectives in Education*	3 SH
EDFD 420—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDFD 430—Lifespan Development	3 SH
EDFD 431—Educational Psychology	3 SH
EDFD 440—Literacy Development	3 SH
EDFD 441—Children's and Adolescent Literature	3 SH
EDFD 445—Mathematics for Educators	3 SH
EDEL 450—Organization and Assessment of Learning: Elementary*	3 SH
EDEL 460—Elementary Methods I*	3 SH
EDEL 461—Elementary Methods II*	3-6 SH
EDEL 490—Student Teaching: Elementary*	10 SH
EDEL 497—Professionalism in Education*	2 SH

* Course must be completed through Regis University.

Secondary 45 SH

EDFD 401—Technology for Educators	3 SH
EDFD 402—The Craft of Writing for Educators*	3 SH
EDFD 403—Cultural Competence in Education	3 SH
EDFD 405—Perspectives in Education*	3 SH
EDFD 420—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDFD 430—Lifespan Development	3 SH
EDFD 431—Educational Psychology	3 SH
EDFD 442—Reading and Writing in Content Area*	3 SH
EDFD 445—Mathematics for Educators	3 SH
EDSC 450—Organization and Assessment of Learning: Secondary*	3 SH
EDSC 490—Student Teaching: Secondary*	10 SH
EDSC 497—Professionalism in Education*	2 SH

One (1) Methods course specific to subject area:

EDSC 461—Secondary Methods in Business*	3 SH
EDSC 462—Secondary Methods in Drama*	3 SH
EDSC 463—Secondary Methods in English*	3 SH
EDSC 465—Secondary Methods in Foreign Language*	3 SH
EDSC 466—Secondary Methods in Mathematics*	3 SH
EDSC 467—Secondary Methods in Science*	3 SH
EDSC 468—Secondary Methods in Social Science*	3 SH
EDSC 469—Secondary Methods in Speech*	3 SH

* Course must be completed through Regis University.

Fine Arts: Art or Music* 49 SH

EDFD 401—Technology for Educators	3 SH
EDFD 402—The Craft of Writing for Educators*	3 SH
EDFD 403—Cultural Competence in Education	3 SH
EDFD 405—Perspectives in Education*	3 SH
EDFD 420—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDFD 430—Lifespan Development	3 SH
EDFD 431—Educational Psychology	3 SH
EDFD 440—Literacy Development	3 SH
EDFD 442—Reading and Writing in Content Area*	3 SH
EDFD 445—Mathematics for Educators	3 SH
EDFA 450—Organization and Assessment of Learning: Fine Arts*	3 SH
EDFA 460—Secondary Methods in Art *	4 SH
or	
EDFA 461—Secondary Methods in Music*	4 SH
EDFA 490—Student Teaching: Art*	10 SH
or	
EDFA 491—Student Teaching: Music*	10 SH
EDFA 497—Professionalism in Education: Fine Arts*	2 SH

* Course must be completed through Regis University.

BACHELOR OF ARTS IN ELEMENTARY EDUCATION (NEVADA ONLY)**Total Degree Requirements** 128 SH

SPS Undergraduate Core Studies Requirements (Nevada History or Constitution required) 30 SH

Foundational Courses 21 SH

Biological Science	3 SH
EDU 401—Computers in Education	3 SH
EDU 405—Foundations of Education	3 SH
EDU 408—Nevada School Law	3 SH
EDU 411—Elementary Mathematics I	3 SH
EDU 412—Elementary Mathematics II	3 SH
EDU 451—Organization and Assessment for Elementary	3 SH
EDU 420—Exceptional Child: Special Education	3 SH
EDU 421—Exceptional Child: Gifted	3 SH
EDU 464—Educational Psychology	3 SH

Advanced Elementary Education Major Requirements 36 SH

EDU 410—Current Issues in Education	3 SH
EDU 425—Professionalism in Education	2 SH
EDU 435A/B—Student Teaching	10 SH
EDU 440—Literacy	3 SH
EDU 445—Children's and Adolescent Literature	3 SH
EDU 450—Methods of Teaching Reading and Language Arts	6 SH
EDU 455—Methods of Teaching Science	3 SH
EDU 460—Methods of Teaching Social Studies	3 SH
EDU 465—Methods of Teaching Mathematics	3 SH

General Electives 17 SH

Specific courses may be required to meet Nevada State requirements for Teacher Licensure.

GRADUATE DEGREE OFFERINGS**MASTER OF EDUCATION DEGREE (M.Ed.)****Master of Education with Licensure**

Foundational Courses 18-21 SH

EDFD 600—Philosophical Foundations of Education	3 SH
EDFD 603—Multicultural and Ethical Perspectives in Education	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 620—Teaching the Exceptional Child in the Regular Classroom*	3 SH
EDFD 630—Theories of Human Development and Learning	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

* Required if student has not recently completed.

Student completes one (1) of the following Endorsements 24-42 SH

Early Childhood

EDEC 650—Organization and Assessment of Learning: Early Childhood	3 SH
EDEC 660—Early Childhood Methods I	2-6 SH
EDEC 661—Early Childhood Methods II	2-4 SH
EDEC 690—Student Teaching: Early Childhood	5-10 SH
EDEC 697—Professionalism in Education	1-2 SH
EDFD 641—Children's and Adolescent Literature	3 SH

Elementary

EDEL 650—Organization and Assessment of Learning: Elementary	3 SH
EDEL 660—Elementary Methods I	3 SH
EDEL 661—Elementary Methods II	3 SH
EDEL 690—Student Teaching: Elementary	5-10 SH
EDEL 697—Professionalism in Education	1-2 SH
EDFD 641—Children's and Adolescent Literature	3 SH

Secondary

EDSC 650—Organization and Assessment of Learning: Secondary	3 SH
EDSC 652—Reading and Writing in the Content Area	3 SH
EDSC 661-669—Secondary Methods	3 SH
EDSC 690—Student Teaching: Secondary	5-10 SH
EDSC 697—Professionalism in Education	1-2 SH

Fine Arts

EDFA 650—Organization and Assessment of Learning: Fine Arts	3 SH
EDFA 660—Elementary Methods in Art	
and	
EDFA 662—Secondary Methods in Art	
or	

EDFA 661—Elementary Methods in Music and	
EDFA 663—Secondary Methods in Music	3 SH
EDFA 690/691—Student Teaching	10 SH
EDFA 697—Professionalism in Education	1-2 SH

Early Childhood Special Education

EDSP 600—Introduction to the Young Special Needs Child for Special Education	3 SH
EDSP 630—Language Development and the Young Special Needs Child	3 SH
EDSP 631—Psychosocial Development of Young Special Needs Child	3 SH
EDSP 640—Emergent Literacy: Reading and Language Arts for the Young Special Needs Child	3 SH
EDSP 650—Educational Assessment of the Young Special Needs Child	3 SH
EDSP 659—Methods of Teaching Young Special Needs Child	3 SH
EDSP 665—Consultation and Collaboration Skills	3 SH
EDSP 690—Practicum in Early Childhood Special Education	4-8 SH
EDSP 697—Professionalism in Education	1-2 SH

Special Education Generalist

EDSP 643—Understanding Math Concepts and Instruction	3 SH
EDSP 651—Educational Assessment of the Special Needs Child	3 SH
EDSP 652—Methods of Teaching Reading and Writing*	3 SH
EDSP 653—Language and Literacy: Development and Instruction for Students with Special Needs	3 SH
EDSP 660—Curriculum and Methods for the Typical Elementary Classroom or	
EDSP 661—Curriculum and Methods for the Typical Middle and Secondary Classroom*	3 SH
EDSP 662—Methods and Classroom Management of Special Education: Elementary	3 SH
EDSP 663—Methods and Classroom Management for Special Education: Middle and Secondary	3 SH
EDSP 664—Behavioral Analysis and Intervention	3 SH
EDSP 667—Adaptive Technology	3 SH
EDSP 668—Assessment, Intervention and Program Planning for Students with Special Needs	3 SH
EDSP 669—Methods in Special Education*	3 SH
EDSP 692—Practicum in Special Education Generalist	8 SH
EDSP 697—Professionalism in Education	1-2 SH

* EDSP 652, 660 and 661 may not be required for students who already have a Colorado provisional or professional license.

MASTER OF EDUCATION: INSTRUCTIONAL TECHNOLOGY 36 SH*Foundational Courses* 9 SH

EDFD 630—Theories of Human Development and Learning	3 SH
EDTC 609—Introduction to Instructional Technology	3 SH
EDTC 602—Instructional Design	3 SH

Research Requirements 6 SH

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

K-12 Track 21 SH*Required Courses* 12 SH

EDTC 614—Integrating Technology into Curriculum	3 SH
EDTC 615—Performance Improvement	3 SH
EDTC 616—Designing and Developing Web-Based Learning	3 SH
EDTC 617—Developing and Evaluating Multimedia for Learning	3 SH

Electives 9 SH

EDTC 612—Evaluation of Educational Software	3 SH
EDTC 613—Teaching and Learning Uses of the Internet	3 SH
EDTC 618—Introduction to Distance Learning	3 SH
EDTC 620—Advanced Issues in Multimedia	3 SH
EDTC 695E-W—Topics in Instructional Technology	3 SH

Adult Learning Track 21 SH*Required Courses* 15 SH

EDTC 615—Performance Improvement	3 SH
EDTC 616—Designing and Developing Web-Based Learning	3 SH
MAAL 601—History and Methods of Adult Education	3 SH
MAAL 631—Adult Learning and Development	3 SH
MAAL 632—Facilitating Adult Learning	3 SH

Electives 6 SH

EDTC 617—Developing and Evaluating Multimedia for Learning	3 SH
EDTC 620—Advanced Issues in Multimedia	3 SH
EDTC 695E-W—Topics in Instructional Technology	3 SH
MAAL 633—Program Planning for Adult Education	3 SH
MALC 636—Computer Mediated Communication: Theory and Practice	3 SH

Distance Learning Track 21 SH*Required Courses* 15 SH

EDTC 616—Designing and Developing Web-Based Learning	3 SH
EDTC 617—Developing and Evaluating Multimedia for Learning	3 SH
EDTC 618—Introduction to Distance Learning	3 SH
MAAL 631—Adult Learning and Development	3 SH
MALC 636—Computer Mediated Communication: Theory and Practice	3 SH

Electives 6 SH

EDTC 615—Performance Improvement	3 SH
EDTC 620—Advanced Issues in Multimedia	3 SH
EDTC 695E-W—Topics in Instructional Technology	3 SH

MASTER OF EDUCATION: LINGUISTICALLY DIVERSE EDUCATION 36 SH (Added Endorsement Only*)

EDES 600—Foundations of Language Diverse Education	3 SH
EDES 601—Social and Political Perspectives in Language Diverse Education	3 SH
EDES 602—Cultural and Language Diversity in Education	3 SH
EDES 630—Linguistic Study of English and its Classroom Implications	3 SH

EDES 631—First and Second Language Acquisition	3 SH
EDES 650—Curriculum and Assessment Issues for Linguistically Different Students	3 SH
EDES 660—Instructional Strategies, Techniques and Practicum for Teaching English as a Second Language	3 SH
EDES 665—Skills and Strategies for Communication and Human Relations	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
Education Elective	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

* For students who want a second endorsement without the M.Ed., please contact your Advisor.

MASTER OF EDUCATION: READING 36 SH*Foundational Courses* 15 SH
(Elementary or Secondary)

Nine (9) semester hours selected from the following:

EDFD 600—Philosophical Foundations of Education	3 SH
EDFD 603—Multicultural and Ethical Perspectives in Education	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 630—Theories of Human Development and Learning	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

*Elementary**Professional Sequence* 21 SH

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading/Writing Connections	3 SH
EDRG 603—Emergent Literacy	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698E—Internship in Literacy: Elementary	3 SH

*Secondary**Professional Sequence* 21 SH

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading and Writing Connections	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 635—Strategies for Secondary Students	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698F—Internship in Literacy: Secondary	3 SH

*K-12**Foundational Courses* 12 SH

Six (6) semester hours selected from the following:

EDFD 600—Philosophical Foundations of Education	3 SH
EDFD 603—Multicultural and Ethical Perspectives in Education	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 630—Theories of Human Development and Learning	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

Professional Sequence 27 SH

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading and Writing Connections	3 SH
EDRG 603—Emergent Literacy	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 635—Strategies for Secondary Students	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698E—Internship in Literacy: Elementary	3 SH
EDRG 698F—Internship in Literacy: Secondary	3 SH

MASTER OF EDUCATION: PROFESSIONAL EDUCATOR 36 SH*Foundational Courses* 24 SH

EDFD 600—Philosophical Foundations of Education	3 SH
EDFD 603—Multicultural and Ethical Perspectives in Education	3 SH
EDFD 609—Introduction to Educational Technology	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 630—Theories of Human Development and Learning	3 SH
EDFD 640—Literacy for the Diverse Learner	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

Professional Educator 12 SH

EDFD 641—Children's and Adolescent Literature	
or	
EDSC 652—Reading and Writing in the Content Area	3 SH
EDLS 671—Instructional Strategies	3 SH
EDLS 684—Curriculum Evaluation, Design Selection and Implementation	3 SH
EDLS 685—Peer Mentoring and Support	3 SH

MASTER OF EDUCATION: PROFESSIONAL LEADERSHIP 36 SH*Foundational Courses* 15 SH

EDFD 630—Theories of Human Development and Learning	3 SH
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EDLS 670—Introduction to Educational Leadership	3 SH
EDLS 671—Instructional Strategies	3 SH

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

Administrative Leadership Track
(Wyoming Only) 21 SH*Required Courses* 12-18 SH

EDLS 680—School Law and Finance	3 SH
EDLS 681—Personnel Selection and Supervision	3 SH
EDLS 683—Things They Never Teach You	3 SH
EDLS 698F—Internship for the School Principal	3-9 SH

Electives 3-9 SH

Three (3) to nine (9) semester hours selected from the following:

EDFD 609—Introduction to Educational Technology	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDLS 682—Curriculum Content	3 SH
EDLS 684—Curriculum Evaluation, Design, Selection and Implementation	3 SH

Curriculum, Instruction, and Assessment Leadership Track 21 SH*Required Courses* 9 SH

EDFD 609—Introduction to Educational Technology	3 SH
EDLS 684—Curriculum Evaluation, Design, Selection and Implementation	3 SH
EDLS 698E-W—Internship Curriculum, Instruction and Assessment	3 SH

Electives 9-12 SH

EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDLS 682—Curriculum Content	3 SH
EDLS 685—Peer Mentoring and Support	3 SH

600-level Education courses selected in consultation with an Academic Advisor.

Space Studies Track 21 SH*Required Courses* 6 SH

EDLS 684—Curriculum Evaluation, Design, Selection and Implementation	3 SH
EDLS 685—Peer Mentoring and Support	3 SH

Electives 15 SH

EDLS 688E-W—Topics in Space Studies	15 SH
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Teacher Leadership Track 21 SH*Required Courses* 15-18 SH

EDLS 684—Curriculum Evaluation, Design, Selection and Implementation	3 SH
EDLS 685—Peer Mentoring and Support	3 SH
Subject Area Certificate of Completion*	9-12 SH

* Nine (9) to twelve (12) semester hours comprised of 600-level course work in a specific subject area or one of Regis University's Certificate Programs.

Electives 3-6 SH

EDFD 609—Introduction to Educational Technology	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDLS 691—Internship for the Teacher Leader	3 SH

MASTER OF EDUCATION: SELF-DESIGNED 36 SH*Foundational Courses* 18 SH

EDFD 600—Philosophical Foundations of Education	3 SH
EDFD 603—Multicultural and Ethical Perspectives in Education	3 SH
EDFD 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 630—Theories of Human Development and Learning	3 SH

Eighteen (18) semester hours of individualized courses designed by the student in consultation with a Faculty Advisor.

Research Requirement

EDFD 642—Research Methods	3 SH
EDFD 643—Research Project	3 SH

**MASTER OF EDUCATION WITH LICENSURE (M.ED.)
(NEVADA CAMPUSES ONLY)***Foundational Courses* 18 SH

EDU 600—Philosophical Foundations of Education	3 SH
EDU 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDU 620—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDU 630—Theories of Human Development and Learning	3 SH

Research Requirement

EDU 642—Research Methods	3 SH
EDU 643—Research Project	3 SH

Endorsements 21-30 SH*Elementary* 30 SH

EDU 625—Professionalism in Education	1 SH
EDU 635—Student Teaching: Elementary Education	8 SH
EDU 645—Methods of Teaching Children's Literature	3 SH
EDU 650—Methods of Teaching Reading and Language Arts	6 SH
EDU 655—Methods of Teaching Health and Science	3 SH

EDU 660—Methods of Teaching Social Studies	3 SH
EDU 665—Methods of Teaching Math	3 SH
EDU 671—Organization and Assessment for Elementary	3 SH

Secondary 21 SH

EDU 601—Technology for Educators	3 SH
EDU 625—Professionalism in Education	1 SH
EDU 636—Student Teaching: Secondary Education	8 SH
EDU 670—Organization and Assessment of Learning	3 SH
EDU 675—Reading and Writing in the Content Area	3 SH
EDU 680E-W—Methods of Teaching (Content Area)	3 SH

Special Education Generalist 33 SH

EDU 601—Technology for Educators	3 SH
EDU 625—Professionalism in Education	1 SH
EDU 632—Developmental Issues in Special Education	3 SH
EDU 637—Student Teaching: Special Needs	8 SH
EDU 641—Methods of Teaching Reading, Writing and Math	3 SH
EDU 651—Educational Assessments of the Student with Special Needs	3 SH
EDU 652—Reading Assessment and Intervention	3 SH
EDU 662—Methods and Classroom Management for Special Education	3 SH
EDU 663—Consultation and Collaborative Skills	3 SH
EDU 664—Behavioral Analysis and Intervention	3 SH

MASTER OF EDUCATION NON-LICENSURE (NEVADA CAMPUSES ONLY) 36 SH

Foundational Courses 15 SH

EDU 600—Philosophical Foundations of Education	3 SH
EDU 601—Technology for Educators	3 SH
EDU 610—Current and Interdisciplinary Perspectives in Education	3 SH
EDU 620—Teaching the Exceptional Child in the Regular Classroom	3 SH
EDU 630—Theories of Human Development and Learning	3 SH

Fifteen (15) semester hours of individualized courses designed by the student in consultation with a Faculty Advisor.

Research Requirement 6 SH

EDU 642—Research Methods	3 SH
EDU 643—Research Project	3 SH

MASTER OF EDUCATION: PROFESSIONAL LEADERSHIP (NEVADA CAMPUSES ONLY) 36 SH

Administrative Leadership

Leadership Courses 24 SH

EDU 681—Introduction to Educational Leadership	3 SH
EDU 682—School Law	3 SH
EDU 683—Supervision of Instruction	3 SH
EDU 684—Curriculum Evaluation, Design, Selection and Implementation	3 SH
EDU 685—Personnel Selection and Supervision	3 SH
EDU 686—School Finance	3 SH
EDU 687—Peer Mentoring and Support	3 SH
EDU 690—Administration of School Operations	3 SH

Internships 6 SH

EDU 691A—Administrative Internship: School Personnel	3 SH
EDU 691B—Administrative Internship: Instruction and Assessment	3 SH

Research Requirement 6 SH

EDU 642—Research Methods	3 SH
EDU 643—Research Project	3 SH

ENDORSEMENTS ONLY

LINGUISTICALLY DIVERSE EDUCATION 21 SH

EDES 600—Foundations of Language Diverse Education	3 SH
EDES 601—Social and Political Perspectives in Language Diverse Education	3 SH
EDES 602—Cultural and Language Diversity in Education	3 SH
EDES 630—Linguistic Study of English and its Classroom Implication	3 SH
EDES 631—First and Second Language Acquisition	3 SH
EDES 650—Curriculum and Assessment Issues for Linguistically Different Students	3 SH
EDES 661—Practicum: Language Diverse Education	3 SH

LITERACY 21 SH

Elementary

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading and Writing Connections	3 SH
EDRG 603—Emergent Literacy	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698E—Internship in Literacy: Elementary	3 SH

Additional coursework in three (3) of the following areas:

- Child and Adolescent Development
- Child and Adolescent Literature
- Diverse Learners
- Exceptional Child
- Multicultural Issues
- Speech and Hearing
- Testing and Measurement

Secondary

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading and Writing Connections	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 635—Strategies for Secondary Students	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698F—Internship in Literacy: Secondary	3 SH

Additional coursework in three (3) of the following areas:

- Child and Adolescent Development
- Child and Adolescent Literature
- Diverse Learners
- Exceptional Child
- Multicultural Issues
- Speech and Hearing
- Testing and Measurement

K-12

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading and Writing Connections	3 SH
EDRG 603—Emergent Literacy	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 606—Assessment and Literacy Instruction	3 SH
EDRG 635—Strategies for Secondary Students	3 SH
EDRG 640—Organization and Management of School Literacy Programs	3 SH
EDRG 698E—Internship in Literacy: Elementary	3 SH
EDRG 698F—Internship in Literacy: Secondary	3 SH

Additional coursework in three (3) of the following areas:

- Child and Adolescent Development
- Child and Adolescent Literature
- Diverse Learners
- Exceptional Child
- Multicultural Issues
- Speech and Hearing
- Testing and Measurement

CERTIFICATE IN EDUCATION

ADMISSION

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Two (2) letters of recommendation.

GRADUATE ACADEMIC CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to the twelve (12) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).

- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. Student signature on the Certificate Plan must occur before the completion of the first course.
- Graduate transfer credit is not accepted into the certificate program. All twelve (12) hours must be earned through Regis University.

Educational Leadership

12 SH

Required Courses

EDFD 630—Theories of Human Development and Learning	3 SH
EDLS 670—Introduction to Educational Leadership	3 SH
EDLS 685—Peer Mentoring and Support	3 SH

Three (3) semester hours selected from the following:

EDLS 671—Instructional Strategies	3 SH
EDLS 682—Curriculum Content	3 SH
EDLS 684—Curriculum Evaluation, Design, Selection and Implication	3 SH

Educational Technology

12 SH

EDFD 609—Introduction to Educational Technology	3 SH
EDFD 612—Evaluation of Educational Technology	3 SH
EDFD 613—Teaching and Learning Uses of the Internet	3 SH
EDFD 614—Integrated Technology in the Curriculum	3 SH

Literacy

12 SH

Twelve (12) semester hours selected from the following:

EDRG 600—Foundations of Literacy	3 SH
EDRG 602—Reading Writing Connections	3 SH
EDRG 603—Emergent Literacy	3 SH
EDRG 604—Literacy for the Diverse Learner	3 SH
EDRG 635—Strategies for Secondary Students	3 SH
EDRG 641—Children's and Adolescent Literature	3 SH

EDUCATION LICENSURE COURSE OFFERING KEY:

(EDEC)	Education: Early Childhood
(EDEL)	Education: Elementary
(EDES)	Education: Language Diverse Education
(EDFA)	Education: Fine Arts
(EDFD)	Education: Foundational Courses
(EDLS)	Education: Leadership
(EDRG)	Education: Reading
(EDSC)	Education: Secondary
(EDSP)	Education: Special Education
(EDTC)	Education: Instructional Technology
(EDU)	Education: Nevada Only

UNDERGRADUATE COURSE OFFERINGS

FOUNDATIONAL COURSES

EDFD 401. TECHNOLOGY FOR EDUCATORS (3). Emphasizes use of technology as an integral element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management and communication protocols from both student and teacher perspectives.

EDFD 402. THE CRAFT OF WRITING FOR EDUCATORS (3). Examines strategies for teaching student writing while also improving self-writing skills. Addresses organization of thought, writing conventions, journal use, and a variety of styles and approaches.

EDFD 403. CULTURAL COMPETENCE IN EDUCATION (3). Investigates cultural diversity issues in education from historical, social, and philosophical perspectives. Explores implications for classroom communication, curriculum, organization, and management. Emphasizes student attitudes and insights.

EDFD 405. PERSPECTIVES IN EDUCATION (3). Studies interaction of multiple educational viewpoints to enhance understanding and resolution of current issues in the educational community. Examines political, ethical, and legal perspectives in historical context. Studies teaching/learning models as they relate to these viewpoints. Reflective practice will be modeled and discussed as personal professional philosophies are developed and fine-tuned.

EDFD 411E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Student research, consulting, writing and product development are integral elements of every guided independent study.

EDFD 420. TEACHING THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Explores the interaction between education for exceptional students and regular education students. Examines teachers' roles regarding due process and parents' rights. Emphasizes analysis of use of special education personnel, development of classroom strategies and use of different delivery models.

EDFD 430. LIFESPAN DEVELOPMENT (3). Addresses human developmental stages from the perspectives of major theories of development-cognitive, learning, humanistic, and psychoanalytic. Cross listing: EDU 464 or PY 469.

EDFD 431. EDUCATIONAL PSYCHOLOGY (3). Addresses the impact of developmental psychology and learning theory in education. Examines current theories of educational psychological research and relates that information to teaching. Emphasizes learning styles, diversity, individual differences, and adaptations for students with special needs. Cross listing: EDU 464.

EDFD 440. LITERACY DEVELOPMENT (3). Investigates the process of literacy development among children. Examines how humans acquire language. Defines the reading process, emergent literacy, reading strategies, developing comprehension skills, and integrating approaches to reading and writing instruction.

EDFD 441. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of literature in instruction. Cross Listing: EDU 445.

EDFD 442. READING AND WRITING IN CONTENT AREA (3). Provides middle school and secondary teacher education students knowledge of the reading and writing process, strategies for integrating and improving content reading and research on reading and writing instruction.

EDFD 445. MATHEMATICS FOR EDUCATORS (3). Explores the discipline of mathematics and its interdisciplinary connections. Emphasizes the development of mathematically powerful students who understand a broad array of mathematical concepts and who develop and deliver a challenging and engaging mathematical curriculum. Discusses National Council of Teachers of Mathematics (NCTM) Standards as they relate to meeting state and district standards.

PROFESSIONAL SEQUENCE

EDEC/EDEL/EDFA/EDSC 450. ORGANIZATION AND ASSESSMENT OF LEARNING (3). Offers methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes students with both standardized and informal methods of assessments for the classroom. Contains a practicum component.

EDEC/EDEL/EDFA/EDSC 490 AND EDFA 491. STUDENT TEACHING (10). Requires work in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Student attends appropriate in-services or faculty meetings and become a part of the school community.

EDEC/EDEL/EDSC 497. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares for final paperwork for the state credential. NOTE: This course is the supporting seminar for student teachers. It is taken concurrently with EDEC/EDEL/EDSC 490.

EDFA 497. PROFESSIONALISM IN EDUCATION (2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares for final paperwork for the state credential. NOTE: This course is the supporting seminar for student teachers. It is taken concurrently with EDFA 491.

EDEC/EDEL/EDFA 450-464. METHODS COURSES. Includes observing, helping, preparing and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EARLY CHILDHOOD (EDEC)

EDEC 449. INFLUENCES IN EARLY EDUCATION (3). Explores strategies and resources for studying early childhood education including family systems, community networks, and support services, as well as issues of cultural diversity and cultural norms. Examines the interaction among individuals who make up the community and the roles teachers play within the community. Addresses major historical and current issues facing young children and families.

EDEC 450. ORGANIZATION AND ASSESSMENT OF LEARNING: EARLY CHILDHOOD (3). Offers methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes students with both standardized and informal methods of assessments for the classroom. Contains a practicum component.

EDEC 451. EARLY CHILDHOOD METHODS: PRIMARY (3). Applies theories of the tracking/learning process as it relates to literacy, social studies, fine arts, math, science, health and physical education while observing, assisting, preparing, and teaching lessons and assessing learning. Works with students individually, in small groups and with the whole classroom. Field experience required. NOTE: Completion of all courses in the professional sequence except for Student Teaching and Professionalism. May be taken concurrently with EDEC 450 or EDEC 452.

EDEC 452. EARLY CHILDHOOD METHODS: INFANT, TODDLER, PRESCHOOL (3). Applies theories of the tracking/learning process as it relates to literacy, social studies, fine arts, math, science, health and physical education while observing, assisting, preparing, and teaching lessons and assessing learning. Works with students individually, in small groups and with the whole classroom. Field experience required. NOTE: Completion of all courses in the professional sequence except for Student Teaching and Professionalism. May be taken concurrently with EDEC 450 or EDEC 451.

ELEMENTARY (EDEL)

EDEL 460. ELEMENTARY METHODS I (3-6). Includes the theories of teaching reading, language arts, social studies, and expressive arts.

EDEL 461. ELEMENTARY METHODS II (3-6). Includes the theory of teaching math, science, health, and physical education.

FINE ARTS (EDFA)

EDFA 460. SECONDARY METHODS IN ART (4). Includes the theories of teaching art.

EDFA 461. SECONDARY METHODS IN MUSIC (2). Studies the theories of teaching music.

SECONDARY (EDSC)

EDSC 461-469. SECONDARY METHODS (3). Familiarizes student with new and traditional methods of teaching. Examines methods such as lecturing, individualization, cooperative grouping, Socratic seminars and journaling. Examines the curriculum and standards for topic as well as for lesson planning. Each course contains a practicum component.

EDSC 461. SECONDARY METHODS IN BUSINESS (3). Includes the curriculum and methods of teaching secondary business.

EDSC 462. SECONDARY METHODS IN DRAMA (3). Includes methods and strategies for teaching drama.

EDSC 463. SECONDARY METHODS IN ENGLISH (3). Includes methods and strategies for teaching drama.

EDSC 465. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Includes methods and strategies for teaching a foreign language.

EDSC 466. SECONDARY METHODS IN MATHEMATICS (3). Includes the curriculum and methods of teaching secondary mathematics. Reviews daily/unit lesson design and requires research and analysis of new theories in the field of mathematics.

EDSC 467. SECONDARY METHODS IN SCIENCE (3). Includes methods and strategies for teaching science.

EDSC 468. SECONDARY METHODS IN SOCIAL STUDIES (3). Includes methods and strategies for teaching social studies.

EDSC 469. SECONDARY METHODS IN SPEECH (3). Includes methods and strategies for teaching speech.

EDUCATION (EDU) [Las Vegas, Nevada Courses]

EDU 401. COMPUTERS IN EDUCATION (3). Emphasizes technology as an integrated element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management and communication protocols.

EDU 405. FOUNDATIONS OF EDUCATION (3). Develops a personal and professional philosophy of education. Surveys the context of American educational history, beliefs, values and ideologies. Explores multiculturalism, educational philosophy, social problems in schools, curriculum, school reform, teacher and classroom excellence, and how education transmits and renews American culture. Issues of licensure, ethics, technology and professionalism will also be addressed in this comprehensive course.

EDU 408. NEVADA SCHOOL LAW (3). Focuses on legal rights, roles and responsibilities of educators in Nevada, emphasizing obligations to students, administrators, school boards and public. Examines issues of school management, organization, finance, child abuse and neglect and violence in schools from the perspective of Nevada School Law.

EDU 410. CURRENT ISSUES IN EDUCATION (3). Addresses current issues in education, including ethical issues in the teaching profession, legal issues affecting teachers and students, and issues of diversity in the classroom. Explores the organization of traditional and alternative schools and current trends in education.

EDU 411. ELEMENTARY MATHEMATICS I (3). Examines the new Nevada Math content curriculum at the elementary school level, emphasizing the structure of the real number system and early elementary math subjects. NOTE: Emphasis will be placed on the standards for School Mathematics as designed by the National Council for Teachers of Mathematics.

EDU 412. ELEMENTARY MATHEMATICS II (3). A continuation of EDU 411. Emphasizes later elementary and middle school mathematics and math testing. Prerequisite(s): EDU 411.

EDU 413E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Requires research, consulting, writing, and product development.

EDU 420. EXCEPTIONAL CHILD: SPECIAL EDUCATION (3). Explores the interaction between special education and regular education students. Emphasizes the different characteristics of students with disabilities and a variety of strategies to use within the classroom. Examines and discusses the different laws involved, the legalities of due process, and parent rights. Introduces paperwork and appropriate steps involved in the special education process.

EDU 421. EXCEPTIONAL CHILD: GIFTED (3). Focuses on the philosophy and methodology of meeting the needs of the gifted learner. Studies characteristics, identification, and assessment of gifted students. Addresses appropriate teaching strategies and settings.

EDU 425. PROFESSIONALISM IN EDUCATION (2). Provides an active forum for discussing the student teaching situation and the transition from student teacher to professional teacher. Evaluates methods and techniques of teaching, classroom management, and communication with students, parents, and school personnel. Reviews

legal and ethical issues in school. Prepares student for interviews and the job market. Prepares for being a licensed professional teacher. Pass/No Pass grading only.

EDU 435A/B. STUDENT TEACHING (10). Requires observing, assisting, planning, evaluating, conferring, and teaching under the supervision of a certified teacher and a Regis University supervisor. The student spends a minimum of 400 hours in the school fulfilling duties as a teacher in the area of endorsement consistent with that sought by the student teacher. Pass/No Pass grading only.

EDU 440. LITERACY (3). Investigates the process of literacy acquisition among young children. Provides an understanding of how humans acquire language and their personal reading and writing process. Includes defining the reading process, emergent literacy, reading strategies, developing comprehension skills, and integrating approaches to reading and writing instruction.

EDU 445. CHILDREN'S AND ADOLESCENT LITERATURE (3). Examines the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of literature in instruction. Cross Listing: EDFD 441.

EDU 450. METHODS OF TEACHING READING AND LANGUAGE ARTS (6). Addresses the art and science of teaching elementary reading and language arts. Provides knowledge of the organization of schools and classrooms and ability to assess learning through standards, scope and sequence, lesson plans, classroom management, discipline policies, and assessment. Explores processes used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of sixty (60) hours in the classroom working directly with children. The student writes a unit plan in reading and language arts and teaches a lesson plan in each area.

EDU 451. ORGANIZATION AND ASSESSMENT FOR ELEMENTARY (3). Offers methods and strategies for organizing the elementary classroom for maximum learning and various techniques for assessing learning. Familiarizes students with both standardized and informal methods of assessments for the classroom.

EDU 455. METHODS OF TEACHING SCIENCE (3). Addresses the art and science of teaching elementary science and health. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in science and health and teaches a lesson plan in each area. Additionally, the student submits a video of him/herself teaching a lesson to a faculty advisor.

EDU 460. METHODS OF TEACHING SOCIAL STUDIES (3). Addresses the art and science of teaching elementary social science/studies. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in social science/studies and teaches a lesson plan in each area.

EDU 464. EDUCATIONAL PSYCHOLOGY (3). Examines the theory of developmental psychology and learning theory and their impact on education. Reviews current theo-

ries of educational psychological research and relates that information to teaching. Explores the following areas: learning styles, diversity, individual differences, and adaptations for students with special needs. Cross listing: EDFD 431.

EDU 465. METHODS OF TEACHING MATHEMATICS (3). Addresses the art and science of teaching elementary mathematics. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in mathematics and teaches a lesson plan in each area.

EDU 470. METHODS OF ORGANIZATION AND ASSESSMENT OF LEARNING (3). Studies the organization of schools and classrooms. Provides knowledge of the processes used by districts, schools and classroom teachers to implement and assesses learning through standards, scope and sequence, lesson plans, classroom management, discipline policies, and assessment. Requires a minimum of forty (40) hours in the secondary classroom observing and assessing the various processes.

EDU 475. METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading. Focuses on the concept of content reading or how teachers teach their students to effectively learn from expository text. Explores some newer theories in content reading, as well as those proven to be effective. Requires a minimum of twenty (20) hours in the classroom developing and teaching reading in the content area.

EDU 480E-W. METHODS OF TEACHING: SECONDARY CONTENT AREA (3). Addresses the art and science of teaching secondary content area. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of forty (40) hours in the classroom working directly with children. The student submits a video of him/herself teaching a lesson to a faculty advisor.

GRADUATE COURSE OFFERINGS

FOUNDATIONAL COURSES

EDFD 500. ESSENTIALS FOR GRADUATE LEVEL WRITING (3). Develops writing proficiencies for producing credible written documents at the graduate level. Through frequent writing exercises with course consultant feedback, students learn to recognize common grammatical errors and to demonstrate precision, clarity, coherence and unity in writing. Students master the elements of academic writing, including presentation, expression, economy, precision, and documentation, and culminate this knowledge into a written graduate-level document. Cross listing: MLS 500.

EDFD 600. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of educational theory. Investigates leading contemporary and classical philosophical perspectives and implications towards practical educational goals. Analyzes educational values and practices and strategies for educational change. Cross listing: MLS 654E.

EDFD 603. MULTICULTURAL AND ETHICAL PERSPECTIVES IN EDUCATION (3). Examines the broad range of cultural competence focusing on implications in education, including ethnicity, socioeconomic level and gender. Explores ethical issues in

education and invites students to develop a personal ethical stance regarding education practice. Cross listing: MLS 654H.

EDFD 609. INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY (3). Introduction to the vocabulary, concepts, tools and techniques for the integration of technology into learning environments at various scales and levels. Presents an overview of educational and instructional technology. Cross listing: EDTC 609.

EDFD 610. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current issues, research and implications for learning. Cross listing: MLS 654F.

EDFD 611E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Examines student research, consulting, writing and product development as integral elements of every guided independent study.

EDFD 620. TEACHING THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Examines those students with special needs including the gifted and talented and how to educate them in the regular classroom. Instructs how to identify various exceptionalities, legal standards, and modification and adaptations for learning.

EDFD 630. THEORIES OF HUMAN DEVELOPMENT AND LEARNING (3). Studies theories and principles of human development and learning, emphasizing applications to teaching and practices in educational settings. Considers normal development and its conditions. Includes a systematic study of lifespan development. Emphasizes each specific level of teaching. Cross listing: MLS 654G.

EDFD 640. LITERACY FOR THE DIVERSE LEARNER (3). Examines current research and strategies for teaching diverse learners who are multi-lingual, multi-cultural, or come from a disadvantaged environment. Also includes information on strategies for students with special needs. Cross listing: EDRG 604. NOTE: Includes field experience component.

EDFD 641. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of early childhood, children's and adolescent literature in instruction.

EDFD 642. RESEARCH METHODS (3). Provides an opportunity to examine the purposes of research, the methods and designs of quantitative and/or qualitative research, and the processes involved in research studies. Emphasizes the development of skills in evaluating published research and formulating research problems. Culminates in the preparation of a research proposal.

EDFD 643. RESEARCH PROJECT (3). Provides the opportunity to execute the research proposal prepared in EDFD 642. Emphasizes quality research at the graduate level. Includes projects that are field based and have a practical component. Evaluates work based upon the University outcomes and graduate level requirements.

PROFESSIONAL SEQUENCE

EARLY CHILDHOOD (EDEC)

EDEC 650. ORGANIZATION AND ASSESSMENT OF LEARNING: EARLY CHILDHOOD (2). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both

standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDEC 660. EARLY CHILDHOOD METHODS I (2-6). Studies the theories of teaching emergent literacy, reading, language arts, social studies, and expressive arts. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEC 661. EARLY CHILDHOOD METHODS II (2-4). Studies the theories of teaching math, science, health, and physical education and nutrition. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEC 690. STUDENT TEACHING: EARLY CHILDHOOD (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDEC 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDEC 690.

ELEMENTARY (EDEL)

EDEL 650. ORGANIZATION AND ASSESSMENT OF LEARNING: ELEMENTARY (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDEL 660. ELEMENTARY METHODS I (6). Studies the theories of teaching reading, language arts, social studies, and expressive arts. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEL 661. ELEMENTARY METHODS II (3). Studies the theories of teaching math, science, health, and physical education. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEL 690. STUDENT TEACHING: ELEMENTARY (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDEL 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other

areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDEL 690.

EDUCATION: LEADERSHIP (EDLS)

EDLS 670. INTRODUCTION TO EDUCATIONAL LEADERSHIP (3). Emphasizes the different styles and strategies of Leadership. Includes theories of leadership, the change process, setting a mission, leading different generations, working with different age groups, communications, planning and running meetings, and dealing with conflict. Prerequisite(s): Graduate standing.

EDLS 671. INSTRUCTIONAL STRATEGIES (3). Emphasizes instructional strategies focusing on how to teach, coach, and improve such techniques. Strong emphasis placed on strategies that have proven highly effective in this research. Prerequisite(s): EDLS 670, EDFD 630 and Graduate standing.

EDLS 680. SCHOOL LAW AND FINANCE (3). Examines details of local, state and federal funding, different types of school funds, development of a site budget, election legalities and processes, laws and cases, and employee and student rights.

EDLS 681. PERSONNEL SELECTION AND SUPERVISION (3). Examines skills and strategies in interviewing, selection, observation and evaluation processes; issues related to supervision of staff, the process of progressive discipline and due process, and writing memoranda of concern and reprimand.

EDLS 682. CURRICULUM CONTENT (3). Examines current theory of instruction in a variety of different subject areas. Designed for secondary candidates to further development content knowledge in different subject areas.

EDLS 683. THINGS THEY NEVER TEACH YOU (3). Focuses on a variety of mundane and everyday strategies essential to successfully navigating building administration, including scheduling, facility management, multicultural strategies; discipline methods, and district and building politics.

EDLS 684. CURRICULUM EVALUATION, DESIGN, SELECTION, AND IMPLEMENTATION (3). Candidates examine processes by which existing curricula is evaluated and strategies for designing and/or selecting new curricula and plans for implementation. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing.

EDLS 685. PEER MENTORING AND SUPPORT (3). Examines strategies for observing, feedback and support, and enhancing growth for teachers and classified staff in educational settings. Includes phraseology, stages of group processes, skills of observing, how to deal with a variety of people, the practical elements of working with individuals who are in diverse stages of growth. Develops skills for communicating in groups in an electronic environment. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing.

EDLS 691. INTERNSHIP IN TEACHER LEADERSHIP (3-9). On-site experiences are provided in this course, giving direct practice in the everyday issues of the building leader. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing. Pass/No Pass Grading only.

EDLS 698E-W. INTERNSHIP IN CURRICULUM, INSTRUCTION, AND ASSESSMENT (3-9). Provides on-site experience and direct practice in the everyday issues of the central office educator. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing.

LINGUISTICALLY DIVERSE EDUCATION (EDES)

EDES 600. FOUNDATIONS OF LANGUAGE DIVERSITY (3). Traces the history, politics, and legislation of language diversity. Investigates leading contemporary and classical philosophical perspectives and implication towards practical educational goals. Analyzes educational values and strategies for educational change.

EDES 601. SOCIAL AND POLITICAL PERSPECTIVES (3). Provides an in-depth study of the social and political context of schooling for language diverse students. Focuses on current issues, research and implications for learning.

EDES 602. CULTURE AND LANGUAGE DIVERSITY (3). Examines the range of cultural competence focusing on implications in language diverse education, including ethnicity, socioeconomic and gender. Explores ethical issues in language diverse education and the development of a personal ethical stance regarding educational practice.

EDES 630. LINGUISTIC STUDY OF ENGLISH AND ITS CLASSROOM IMPLICATIONS (3). Provides an understanding of language as a structural system. Emphasizes sound patterns, word formation, meaning, and sentence structure, as well as exploring the use of linguistic error analysis and the use of linguistic skills for classroom problem solving.

EDES 631. FIRST AND SECOND LANGUAGE ACQUISITION (3). Provides an understanding of principles of language acquisition. Focuses on both the theory and practice of language acquisition. Explores the contributions of such fields as linguistics, psycholinguistics, sociology, psychology and anthropology on the area of language learning.

EDES 642. READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the secondary level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers.

EDES 650. CURRICULUM AND ASSESSMENT ISSUES FOR LINGUISTICALLY DIFFERENT STUDENTS (3). Constructs and evaluates curriculum materials. Analyses assessment and evaluation processes. Emphasizes development of curricula based on utilization of knowledge of language development, community influences, and culture.

EDES 660. INSTRUCTIONAL STRATEGIES AND TECHNIQUES FOR TEACHING ENGLISH AS A SECOND LANGUAGE (3). Develops the use of a variety of teaching methods for second language acquisition. Examines the contributions of psychology and linguistics as they relate to the whole learning process. Demonstrates teaching strategies and ability to diagnose, prescribe, and evaluate student progress based on individual student needs. Requires a practicum component.

EDES 661. PRACTICUM: LANGUAGE DIVERSE EDUCATION (3). Intensive practicum experience learning and using a variety of assessments and teaching strategies for second language acquisition; studies how to diagnose, prescribe, and evaluate student progress based on individual needs.

EDES 665. SKILLS AND STRATEGIES FOR COMMUNICATION AND HUMAN RELATIONS (3). Focuses on the communication skills that are critical to fostering positive relationships among students, teachers, parents, and the community in second language settings. Emphasizes developing small group and interpersonal skills that will enhance cooperation, facilitate student development and provide social support.

EDES 691. PRACTICUM IN ENGLISH AS A SECOND LANGUAGE (3-5). Student works in a classroom full time (200-400 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. The student observes, develops lessons, assesses learning, and teaches large and small groups as well as individualizes lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDES 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDFA 691.

FINE ARTS (EDFA)

EDFA 650. ORGANIZATION AND ASSESSMENT OF LEARNING: FINE ARTS (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDFA 660. ELEMENTARY METHODS IN ART (3). Studies the theories of teaching art. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 661. ELEMENTARY METHODS IN MUSIC (3). Studies the theories of teaching music. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 662. SECONDARY METHODS IN ART (3). Studies the theories of teaching art. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 663. SECONDARY METHODS IN MUSIC (3). Studies the theories of teaching music. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 690. STUDENT TEACHING: ART (10). Requires working in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDFA 691. STUDENT TEACHING: MUSIC (10). Requires working in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDFA 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other

areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDFA 690 or EDFA 691.

READING (EDRG)

EDRG 600. FOUNDATIONS OF LITERACY (3). Examines historical perspectives and fundamental aspects of literacy through current research in literacy development including perception, cognition, linguistics, developmental and cultural aspects. Emphasizes the basic understanding on the process of learning to read and write.

EDRG 602. READING AND WRITING CONNECTIONS (3). Studies the reading and writing connection, different models of literacy process development, and how to teach in an integrated approach. NOTE: Field experience component included.

EDRG 603. EMERGENT LITERACY (3). Studies the young learner as he or she learns to read and write. Emphasizes early learning strategies and developmental theory. NOTE: Field experience included.

EDRG 604. LITERACY FOR THE DIVERSE LEARNER (3). Examines current research and strategies for teaching diverse learners who are multi-lingual, multi-cultural, or come from a disadvantaged environment. Also includes information on strategies for students with special needs. Cross listing: EDFD 640. NOTE: Field experience included.

EDRG 606. ASSESSMENT AND LITERACY INSTRUCTION (3). Examines research-based strategies and programs for remediation of literature assessment and diagnostic tools along with appropriate intervention and instructional strategies. Explores research-based strategies for remediation of literacy problems. NOTE: Field experience included.

EDRG 635. STRATEGIES FOR SECONDARY STUDENTS (3). Reviews basic literacy instructional practices to help all secondary learners in their content areas as well as age appropriate remediation strategies for struggling readers. NOTE: Field experience included.

EDRG 640. ORGANIZATIONAL AND MANAGEMENT LITERACY PROGRAMS (3). Assists teachers, coordinators, and administrators in the administration of school reading programs. Includes information textbook adoption, curriculum development, staff training and development, evaluation and supervision of school reading/writing programs. NOTE: Can be taken with Internship.

EDRG 653. LANGUAGE AND LITERATURE: DEVELOPMENT AND INSTRUCTION (3). Focuses on language and literacy development as well as methods and curricula for students with special needs. Emphasizes integration of assessment and instruction. Note: Field experience required.

EDRG 698E-W. INTERNSHIP IN LITERACY (3). Supervised internship in the teaching of reading or reading teacher/coordinator. Instructs students as well as plans and coordinates reading intervention programs.

SECONDARY (EDSC)

EDSC 650. ORGANIZATION AND ASSESSMENT OF LEARNING: SECONDARY (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDSC 652. READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the secondary level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers.

EDSC 661. SECONDARY METHODS IN BUSINESS (3). Studies the curriculum and methods of teaching secondary business. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Requires student to be responsible for researching and analyzing new theories in the field of business and vocational education. Contains a practicum component.

EDSC 662. SECONDARY METHODS IN DRAMA (3). Studies methods and strategies for teaching drama. Familiarizes student with new and traditional methods of teaching drama. Examines the curriculum and standards for drama as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 663. SECONDARY METHODS IN ENGLISH (3). Studies methods and strategies for teaching English. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for English as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 665. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Studies methods and strategies for teaching a foreign language. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for a foreign language as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 666. SECONDARY METHODS IN MATH (3). Studies the curriculum and methods of teaching secondary mathematics. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Includes researching and analyzing new theories in the field of mathematics. Contains a practicum component.

EDSC 667. SECONDARY METHODS IN SCIENCE (3). Studies methods and strategies for teaching science. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for science as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 668. SECONDARY METHODS IN SOCIAL STUDIES (3). Studies methods and strategies for teaching social studies. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for social studies as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 669. SECONDARY METHODS IN SPEECH (3). Studies methods and strategies for teaching speech. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for speech as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 690. STUDENT TEACHING: SECONDARY (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed

teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSC 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDSC 690.

SPECIAL EDUCATION (EDSP)

EDSP 600. INTRODUCTION TO THE YOUNG SPECIAL NEEDS CHILD FOR SPECIAL EDUCATION TEACHERS (3). Studies characteristics and diversity of needs in young children with special needs. Focuses on procedures for diagnosis, referrals, and educational adjustments for these students. Includes issues about auxiliary services and parent interventions.

EDSP 630. LANGUAGE DEVELOPMENT AND THE YOUNG SPECIAL NEEDS CHILD (3). Studies initiation and onset of spoken language, the development of verbal and non-verbal communicative skills as well as the receptive and expressive needs of young children with special needs. Focuses on developmentally appropriate approaches. Contains a practicum component.

EDSP 631. PSYCHOLOGICAL DEVELOPMENT OF YOUNG SPECIAL NEEDS CHILD (3). Applies educational concepts to the physical, cognitive, affective, social, and language development of young children with special needs. Emphasizes maturational, environmental, and hereditary aspects affecting learning and development.

EDSP 632. DEVELOPMENTAL ISSUES IN SPECIAL EDUCATION (3). Focuses on speech, language, social and other developmental issues of students with moderate needs. Studies variations from normal development. Explores perspectives of learning and development and the effects of maturation, environment and heredity on physical, cognitive, social, and affective development.

EDSP 640. EMERGENT LITERACY: READING AND LANGUAGE ARTS FOR THE YOUNG SPECIAL NEEDS CHILD (3). Studies the normal acquisition and development of reading and writing among young children. Includes an emphasis on developmentally appropriate strategies for instructing children in literacy. Contains a practicum component.

EDSP 641. LITERACY NEEDS FOR STUDENTS WITH MODERATE NEEDS (3). Focuses on learning a variety of methods and curricula currently used for teaching reading and language arts (literacy) to students with moderate needs. Emphasizes different teaching methods, instructional and assessment strategies, and types of materials that are effective with special needs populations. Requires a practicum component.

EDSP 643. UNDERSTANDING MATH CONCEPTS AND INSTRUCTION (3). Studies mathematical concepts appropriate to teaching students with exceptionalities. Examines how to design mathematical lessons as well as how to assess, choose, and modify mathematical curricula to meet individual needs of students with special needs. NOTE: Field experience required.

EDSP 650. EDUCATIONAL ASSESSMENT OF THE YOUNG SPECIAL NEEDS CHILD (3). Studies assessment tools and techniques for young children with special needs. Focuses on the process of assessment, intervention, and evaluation. Emphasizes interpretation and application of assessment results through development of appropriate educational programs for individual children. Contains a practicum component.

EDSP 651. EDUCATIONAL ASSESSMENT OF THE SPECIAL NEEDS CHILD (3). Provides knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Contains a practicum component.

EDSP 652. METHODS OF TEACHING READING AND WRITING (3). Provides students with an understanding of the variety of methods for teaching reading and language arts in the regular classroom. Emphasizes current methodologies. Requires a practicum component.

EDSP 653. LANGUAGE AND LITERACY: DEVELOPMENT AND INSTRUCTION (3). Focuses on language and literacy development as well as methods and curricula for students with special needs. Emphasizes integration of assessment and instruction. NOTE: Field experience required.

EDSP 659. METHODS OF TEACHING THE YOUNG SPECIAL NEEDS CHILD (3). Studies strategies, methods, and curricula for teaching young children with special needs. Emphasizes developmental approaches, which are age appropriate. Contains a practicum component.

EDSP 660. CURRICULUM AND METHODS FOR THE TYPICAL ELEMENTARY CLASSROOM (3). Provides an overview of curriculum, teaching methods, and classroom management in the regular classroom at the elementary level. Contains a practicum component.

EDSP 661. CURRICULUM AND METHODS FOR THE TYPICAL MIDDLE AND SECONDARY CLASSROOM (3). Provides an overview of the curriculum, teaching methods, and classroom management in the regular classroom at the middle and secondary level. Contains a field experience.

EDSP 662. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION: ELEMENTARY (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with special needs at the elementary level. Studies procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of the theory as well as practicum experience.

EDSP 663. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION: MIDDLE AND SECONDARY (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with special needs at the middle and secondary level. Studies procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of the theory as well as practicum experience.

EDSP 664. BEHAVIORAL ANALYSIS AND INTERVENTION (3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Focuses on students with moderate needs. Requires a practicum component.

EDSP 665. CONSULTATION AND COLLABORATION SKILLS (3). Emphasizes developing competency in the collaborative and consultative skills necessary for effective relationships among special educators, parents, and auxiliary professionals.

EDSP 667. ADAPTIVE TECHNOLOGY (3). Studies current research on adaptive technology as well as the challenges students with special needs face. Field component contains experience with some of the various devices such as: screen text enlargers, screen-reading systems, typing enhancers, alternative keyboard, voice recognition systems, and specialized wheelchairs.

EDSP 668. ASSESSMENT INTERVENTION AND PROGRAM PLANNING (3). Focuses on language and literacy development as well as methods and curricula for students with special needs. Emphasizes integration of assessment and integration. NOTE: Field experience required.

EDSP 669. METHODS FOR SPECIAL EDUCATION (3). Emphasizes methods, curricula, and classroom management for teaching students with special needs. Includes procedures for specialization, modification and/or adaptation of materials. NOTE: Field experience at both elementary and secondary levels is required.

EDSP 690. PRACTICUM IN SPECIAL EDUCATION: EARLY CHILDHOOD (4-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSP 691. PRACTICUM IN SPECIAL EDUCATION: MODERATE NEEDS (4-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSP 692. PRACTICUM IN SPECIAL EDUCATION GENERALIST (4-8). Participation in a student teaching experience assessing, teaching, and program planning for students with special needs. NOTE: Students must have experience with students with a variety of needs.

EDSP 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDSP 690 or EDSP 691.

INSTRUCTIONAL TECHNOLOGY (EDTC)

EDTC 601. EDUCATIONAL TECHNOLOGY: THEORY AND APPLICATIONS (3). Emphasizes use of technology as an integral element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management, and communication protocols from both student and teacher.

EDTC 602. INSTRUCTIONAL DESIGN (3). Studies the process of solving instructional problems by analyzing and applying instructional design models and principles to meet educational and training goals in both K12 education, higher education, and corporate education.

EDTC 609. INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY (3). Introduction to the vocabulary, concepts, tools and techniques for the integration of technology into learning environments at various scales and levels. Presents an overview of educational and instructional technology. Cross listing: EDFD 609.

EDTC 612. EVALUATION OF EDUCATIONAL TECHNOLOGY (3). Provides an in-depth examination of software design and its appropriateness for classroom instruction. Explores, compares, and evaluates different types of software. Students design an educational module using educational software. NOTE: Must have access to an IBM-compatible or Macintosh computer and skills in basic microcomputer operations are required.

EDTC 613. TEACHING AND LEARNING USES OF THE INTERNET (3). Investigates and assesses topics such as: PC as a resource tool, search strategies, copyright issues, bookmarks, educational resources, student access, and basics of building a website. Students conduct searches relevant to their interests/subject areas to create a usable reference list. Students will identify Internet resources and utilize, evaluate and decide if it can be the basis of a teaching module.

EDTC 614. INTEGRATING TECHNOLOGY IN THE CURRICULUM (3). Creates and assesses educational projects by using various software packages. Students create two types of lesson modules, one that uses technology to present lesson content to students, and one that uses technology to present information to the instructor/facilitator and others. NOTE: Must have the ability to evaluate and maintain a variety of hardware and software (e.g., HyperCard, PageMaker, PowerPoint, PhotoShop).

EDTC 615. PERFORMANCE IMPROVEMENT (3). Examines human performance improvement to focus on how instructional design and instructional technology can identify and address knowledge or skill gaps and address life long learning in K12, higher education, and corporate education.

EDTC 616. DESIGNING AND DEVELOPING WEB-BASED LEARNING (3). Examines principles and techniques for designing and developing Web-based learning environments. Topics include authoring software, media production, and usability issues.

EDTC 617. DEVELOPING AND EVALUATING MULTIMEDIA FOR LEARNING (3). Examines principles and techniques for developing and evaluating the use of multimedia in learning environments. Topics include instructional message design principles, issues involving design, development, delivery and usability.

EDTC 618. INTRODUCTION TO DISTANCE LEARNING (3). An introduction to the history, method, theories related to distance learning.

EDTC 620. ADVANCED MULTIMEDIA PRODUCTION (3). Concentrates on designing, developing, and assessing leading multimedia instructional tools.

EDTC 695E-W. TOPICS IN INSTRUCTIONAL TECHNOLOGY (3). Concentrates on leading trends and issues in selected areas related to instructional technology.

EDUCATION (EDU) [Nevada Courses]

EDU 600. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of education theory. Investigates leading contemporary and classical philosophical perspectives and implications of those perspectives towards practical educational goals. Analyzes educational values and practices and strategies for educational change.

EDU 601. TECHNOLOGY FOR EDUCATORS (3). Emphasizes the use of technology as an integral element in curriculum and instruction development, classroom research, literary expression, and project development. Examines issues of appropriate usage, equipment management, software/hardware applications, and communication protocol.

EDU 610. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current and legal issues, diversity, research and the implications on learning. Emphasizes current federal and state laws.

EDU 611E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Requires student research, consulting, writing and product development.

EDU 620. TEACHING THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Studies those students with special needs including learning disabilities, physical, mental, and emotional disabilities as well as gifted and talented. Explores how to identify these exceptionalities and how to educate all children. Examines the referral process, federal and state legal standards, modifications and adaptations for learning.

EDU 625. PROFESSIONALISM IN EDUCATION (1). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares final paperwork for the state credentials. NOTE: Supporting seminar for student teachers; it is taken concurrently with student teaching. Pass/No Pass grading only.

EDU 630. THEORIES OF HUMAN GROWTH AND DEVELOPMENT (3). Studies the theories and principles of human development with emphasis on their applications to teaching and practices in educational settings. Considers normal development and the conditions affecting normal development. Systematically studies the theories of child and adolescent growth and development. Emphasizes learning in the student's specific level of teaching.

EDU 632. DEVELOPMENTAL ISSUES IN SPECIAL EDUCATION (3). Focuses on speech, language, social, physical and other developmental issues of students with special needs. Studies variations from normal development. Explores perspectives of learning and development and the effects of maturation, environment and heredity on physical, cognitive, social, and affective development.

EDU 635. STUDENT TEACHING: ELEMENTARY EDUCATION (8). Requires student to work in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in an elementary school. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and becomes a part of the school community. Pass/No Pass grading only.

EDU 636. STUDENT TEACHING: SECONDARY EDUCATION (8). Requires student to work in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in the field of study. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and become a part of the school community. Pass/No Pass grading only.

EDU 637. STUDENT TEACHING: SPECIAL EDUCATION (8). Requires student to teach in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in the field of study. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and become a part of the school community. Pass/No pass grading only.

EDU 641. METHODS OF TEACHING READING, WRITING AND MATH (3). Individually provides students with an understanding of the variety of methods for teaching reading, language arts, and math. Emphasizes current methodologies and process learning. Requires a practicum component.

EDU 642. RESEARCH METHODS (3). Provides an opportunity to examine the purpose of research, the methods and designs of quantitative and/or qualitative research, and the processes involved in research studies. Emphasizes the development of skills in evaluating published research and formulating research problems. Culminates in the preparation of a research proposal.

EDU 643. RESEARCH PROJECT (3). Provides the opportunity to execute the research proposal prepared in EDU 642-Research Methods. Emphasizes quality research at the

graduate level. Includes projects that are field based and have practical component. Evaluates work based on the University outcomes and graduate level requirements. Pass/No Pass grading only.

EDU 645. METHODS OF TEACHING CHILDREN'S LITERATURE (3). Examines children's and adolescent literature through various sources. Familiarizes student with many different types and styles of writing as well as award winning books. Provides knowledge of how to integrate and use literature into various disciplines.

EDU 650. METHODS OF TEACHING READING AND LANGUAGE ARTS (6). Student studies the theories of teaching reading and language arts and becomes familiar with several methodologies. Includes observing, helping, preparing, and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 651. EDUCATIONAL ASSESSMENT OF THE STUDENT WITH SPECIAL NEEDS (3). Provides a knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluations. Contains a practicum component.

EDU 652. READING ASSESSMENT AND INTERVENTION (3). Focuses on learning a variety of methods and curricula currently used for teaching reading and language arts (literacy) to students with special needs. Emphasizes different teaching methods, instructional and assessment strategies, and types of materials that are effective with populations with special needs. Requires a practicum component.

EDU 655. METHODS OF TEACHING HEALTH AND SCIENCE (3). Studies the theories of teaching health and science. Includes observing, helping, preparing and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 660. METHODS OF TEACHING SOCIAL STUDIES (3). Studies the theories of teaching social studies. Includes observing, teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 662. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with special needs. Examines procedures for specialization, modification, and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of theory as well as a practicum experience.

EDU 663. CONSULTATION AND COLLABORATION SKILLS (3). Emphasizes developing competency in the collaborative and consultative skills necessary for effective relationships among special educators, parents, and auxiliary professionals.

EDU 664. BEHAVIORAL ANALYSIS AND INTERVENTION (3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Emphasizes learning strategies for working with students with special needs. Requires a practicum component.

EDU 665. METHODS OF TEACHING MATH (3). Studies the curriculum and methods of teaching mathematics. Provides the opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Requires responsibility for researching and analyzing new theories in the field of mathematics. Requires a practicum component.

EDU 670. ORGANIZATION AND ASSESSMENT OF LEARNING (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessments for the secondary classroom. Contains a practicum component.

EDU 671. ORGANIZATION AND ASSESSMENT FOR ELEMENTARY (3). Offers methods and strategies for organizing the elementary classroom for maximum learning and various techniques for assessing learning. Familiarizes students with both standardized and informal methods of assessments for the classroom.

EDU 675. READING AND WRITING IN THE CONTENT AREA (3). Examines the reading process and the methodologies used in the teaching of reading and writing. Familiarizes the student with the strategies teachers use to teach their students to effectively learn from expository text. Requires students to become knowledgeable about some of the newer theories in content reading and writing as well as those proven to be effective.

EDU 680E-W. METHODS OF TEACHING (3). Studies methods and strategies for teaching in the student's field of study. Familiarizes the student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and experiential learning as well as curriculum and standards. Contains a practicum component.

EDU 681. INTRODUCTION TO EDUCATIONAL LEADERSHIP (3). Studies the different styles and strategies of leadership, using current literature and case studies as basis for examination. Emphasizes the process of school improvement and staff development.

EDU 682. SCHOOL LAW FOR ADMINISTRATORS (3). Focuses on the understanding of requirements established for education by federal and state law, as well as local and district policies, rules, and regulations regarding governance of schools.

EDU 683. SUPERVISION OF INSTRUCTION (3). Studies instructional strategies for increasing student achievement. Examines the nine strategies that accelerate learning. Emphasizes teaching techniques that apply to each instructional strategy and related administrative perspectives.

EDU 684. CURRICULUM EVALUATION, SELECTION AND IMPLEMENTATION (3). Examines the processes by which existing curricula are evaluated, strategies for designing and/or selecting new curriculum, and plans for implementation.

EDU 685. PERSONNEL SELECTION AND SUPERVISION (3). Examines skills and strategies in interviewing, selection, observation and evaluation processes, issues related to supervision of staff, the process of progressive discipline and due process, and writing memoranda of concern and reprimand.

EDU 686. SCHOOL FINANCE (3). Provides an understanding of the basic concepts of education finance and how these concepts are applied in practice, including within the policy area.

EDU 687. PEER MENTORING AND SUPPORT (3). Examines strategies for observing, providing feedback, and providing support for teachers. Focuses on role-playing and understanding theoretical background on the development of teachers.

EDU 690. ADMINISTRATION OF SCHOOL OPERATIONS (3). Provides direct experience with everyday issues of school administration. Focuses on the practice of various means of short and long-range planning, observation, evaluations, and process. Emphasizes design, implementation, and evaluation of school climate.

EDU 691A. ADMINISTRATIVE INTERNSHIP: SCHOOL PERSONNEL (3). Provides comprehensive field-based training to develop competencies needed by school principles with focus on personnel.

EDU 691B. ADMINISTRATIVE INTERNSHIP: INSTRUCTION AND ASSESSMENT (3). Provides on-site experience giving focus to the everyday issues of school administration and supervision of instruction and assessment.

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INDEX

All entries in this index not otherwise designated refer to the Lowell campus.

Abbreviations used in this index:

BSN	Bachelor of Science in Nursing	
CLP	Master of Science in Clinical Leadership for Physician Assistants	
DPT	Doctor of Physical Therapy	
HCA	Bachelor of Science in Health Care Administration	
HIM	Health Information Management Program	
HSA	Master of Science in Health Services Administration	
MA	Master of Arts	
MAE	Master of Arts in Education	
MBA	Master of Business Administration	
MNM	Master of Nonprofit Management	
MSCIT	Master of Science in Computer Information Technology	
MSM	Master of Science in Management	
MSN	Master of Science in Nursing	
MSSIS	Master of Science in Software and Information Systems	
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